

Safety Management for Residential School Visits

INTRODUCTION

Offered as an *aide memoire* for first time Visit Leaders or a refresher for more experienced teachers, this document describes the elements making up a typical safety management system for residential school trips.

It also highlights the steps taken by Education Destination to significantly reduce the amount of administration time needed as well as reducing the necessity to undertake pre-visit trips – just one of the many **free** benefits of booking your Isle of Wight school visit with us.

We recognise that schools, local education authorities, trusts and academies have their own unique processes and procedures for safety management when undertaking residential visits - this document does not seek to replace these processes and procedures. Instead it serves to identify the elements typically required by LEAs / Employers and Heads of Establishment. It highlights the complexities of the effort required of Visit Leaders when planning residential visits and identifies how much of this can be effectively ‘outsourced’ to Education Destination and its trusted, pre-vetted partner suppliers.

Education Destination can assist with pre-visit scoping trips or we can act on your behalf to collect information specifically needed to satisfy your governing bodies.

This document does not deal with ‘Routine’ or ‘Expected’ visits such as day trips, or trips overseas (notwithstanding the Solent ferry crossing!).

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Table of Contents

Safety Management for Residential School Visits.....	1
INTRODUCTION.....	1
A TYPICAL SCHOOL RESIDENTIAL VISIT SAFETY MANAGEMENT WORKFLOW..	3
REVISED WORKFLOW DEMONSTRATING EDUCATION DESTINATION’S ADDED VALUE	4
.....	4
GLOSSARY OF TERMS.....	5
1 ELEMENTS OF A RESIDENTIAL VISIT	6
1.1 Approval.....	6
1.2 Visit Plan	6
1.3 Risk Assessment.....	6
1.4 Parent Communication Plan.....	7
1.5 Accommodation Considerations.....	7
2 ROLES AND RESPONSIBILITIES.....	8
2.1 Employer.....	8
2.2 Head of Establishment	8
2.3 Visit Leader	9
2.4 Visit Assistants	10
2.5 Parents / Guardians / Carers.....	10
2.6 Participants	11
3 THE VISIT PLAN.....	12
3.1 Introduction	12
3.2 Establishing Ratios	12
3.3 Parental Communication, Consents and Data Gathering.....	12
3.4 Preparation of Participants.....	13
3.5 Supervision During a Visit.....	13
3.6 Remote Supervision	14
3.7 Exploratory Visit (“Pre-Visit”).....	14
3.8 Gender and Vetting of Accompanying Adults	14
3.9 Use of an External Provider.....	14
3.10 Inclusion	15
3.11 First Aid	15
4 RISK ASSESSMENT - BACKGROUND.....	17
5 INSURANCE	18
6 EDUCATION DESTINATION SAFETY MANAGEMENT SYSTEM	19
6.1 Overview	19
6.2 Risk Assessment.....	19
6.3 Insurances and Regulatory Compliance.....	20
6.4 Virtual Tours and “On The Day Procedures”	20
6.5 Accessibility and Inclusion	20
6.6 Summary	21
APPENDICES	22
A1 Student Information	22
A2 Skeleton Visit Plan	22
A3 Visit Plan Flowchart	22
A4 Generic Risk Assessment Template.....	22
A5 Education Destination Service Provider Standards Assessment Form	23
A6 Education Destination Health & Safety Advice for Visit Leaders	23



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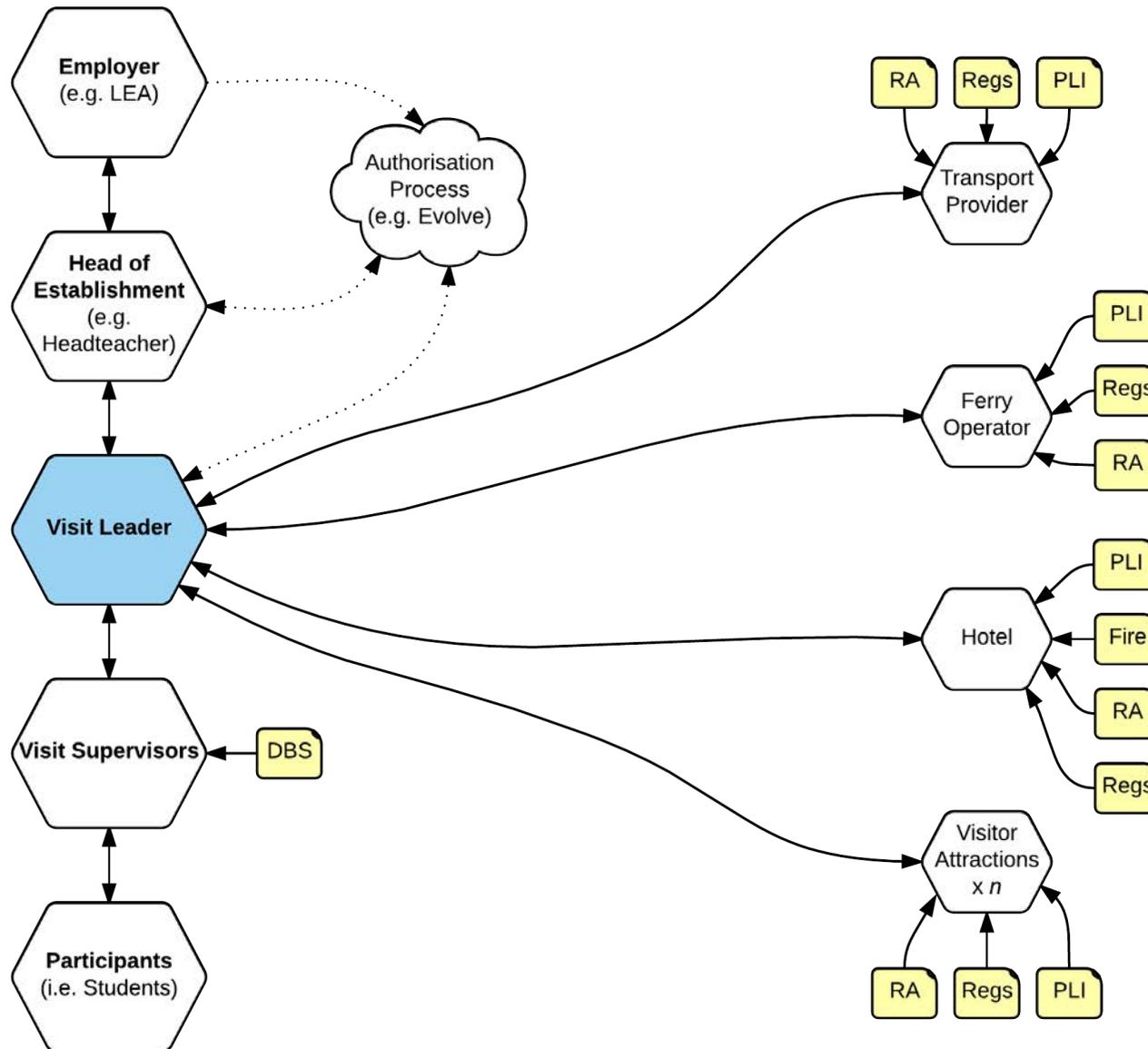


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A TYPICAL SCHOOL RESIDENTIAL VISIT SAFETY MANAGEMENT WORKFLOW



KEY

PLI = Public Liability Insurance

Regs = Various regulations covering business practices

Fire = Approved fire plan

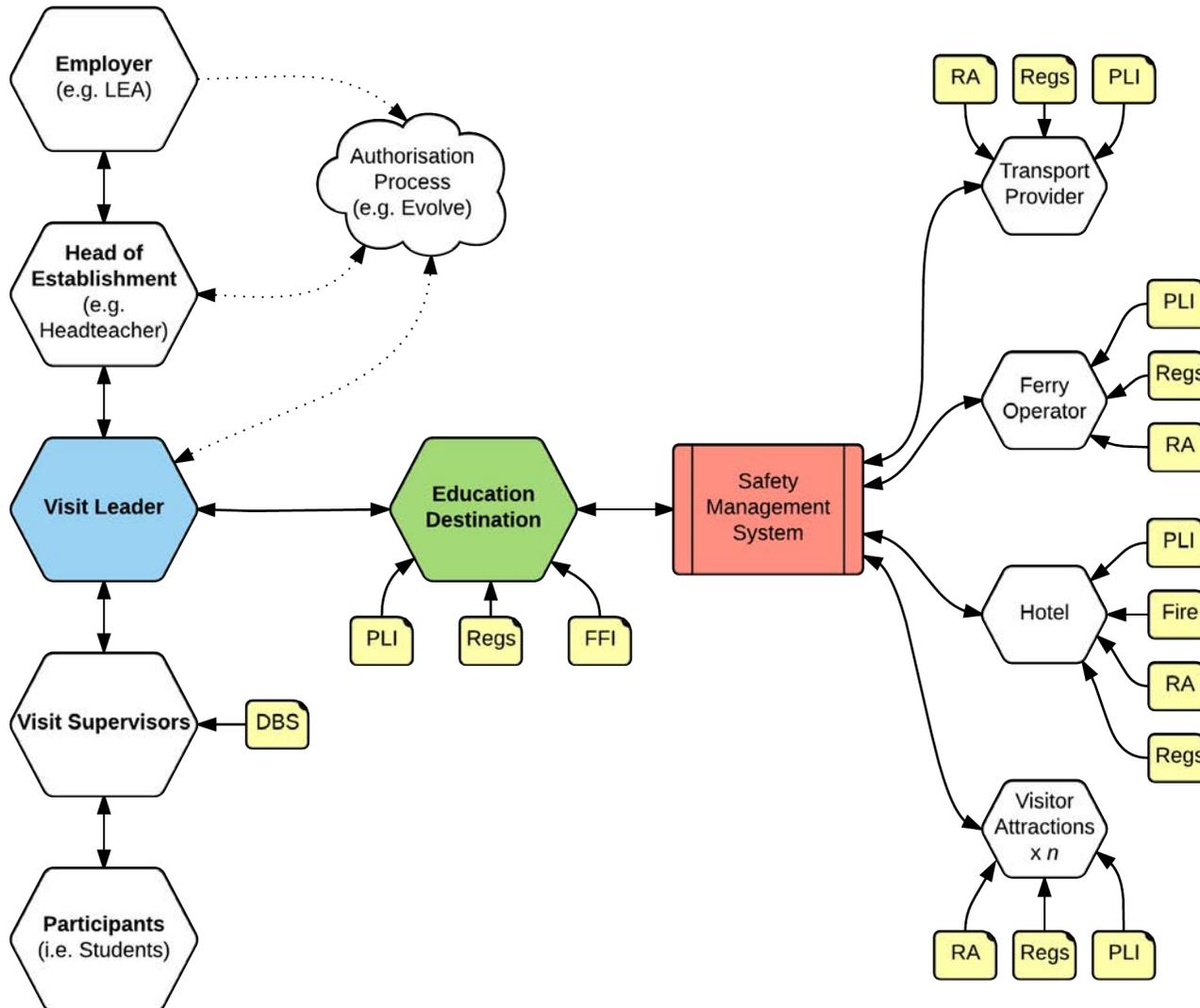
RA = Risk Assessment

FFI = Financial Failure Insurance (payment protection)

DBS = Disclosure & Barring Service (vetting)

This workflow highlights the amount of vetting and planning required by the Visit Leader, especially when the number of Visitor Attractions is significant.

REVISED WORKFLOW DEMONSTRATING EDUCATION DESTINATION'S ADDED VALUE



KEY

PLI = Public Liability Insurance

Regs = Various regulations covering business practices

Fire = Approved fire plan

RA = Risk Assessment

FFI = Financial Failure Insurance (payment protection)

DBS = Disclosure & Barring Service (vetting)

This diagram clearly highlights the advantages of instructing Education Destination to manage itinerary planning.

GLOSSARY OF TERMS

Employer

The Employer is usually the local authority (state maintained schools) or the owner, governor or trustees (independent schools).

Head of Establishment

The person with management responsibility for those who are participating in off-site activities.

Visit Leader

The person with the main supervisory responsibility for Participants during off-site activities. The Visit Leader is responsible for the detailed organisation of the visit according to the policies and procedures laid down by the Employer and they will seek approval for the visit from the Head of Establishment. They will also ensure that parents/guardians/carers make informed decisions regarding participation in the visit and should arrange the necessary communications and briefings to facilitate this. The Visit Leader is responsible for upholding the terms and conditions of the agreement made with the Tour Operator where one is used.

Visit Supervisors

People who carries out supervisory duties as instructed by the Visit Leader. They are adults with responsibility for supervision and may be delegated to deputise for the Visit Leader in certain circumstances such as illness and emergency situations.

Participants

The students, children or young persons for whom the visit is arranged.

Education Destination (Tour Operator)

The Tour Operator is an intermediary between the Visit Leader and various Providers as required to deliver the services agreed with the Visit Leader.

Provider

Any service provider instructed by the Tour Operator on behalf of the Tour Leader. Typically, Providers include (but are not limited to) transport operators, accommodation providers, catering suppliers and visitor attractions.

Ratio

The appropriate ratio of available Visit Supervisors to Participants as determined by the relevant Risk Assessment.

Adventurous Activities

Those activities which are licensable via the AALA (Adventure Activities Licensing Authority), part of the Department for Work and Pensions and delivered under the management of the HSE (Health & Safety Executive).

Typically, these include activities such as caving, climbing, trekking and watersports. As Education Destination only offers AALA licensable activities through third parties who are LOtC Quality Badge award holders, special considerations for these activities are out of scope of this document.

1 ELEMENTS OF A RESIDENTIAL VISIT

Residential Visits include any form of overnight stay regardless of the type of accommodation.

1.1 Approval

Approval for Residential Visits is usually sought from the Head of Establishment before notification to the Employer, the process for which varies from school to school and Employer to Employer. The majority employ I.T. based application support services, such as *Evo/ve* to structure, simplify and support approval decisions.

1.2 Visit Plan

The Visit Leader will complete a Visit Plan for the Residential Visit. There is no standard for such a plan and the level of content and detail will vary depending on the nature of the trip.

The main purpose of the Visit Plan is to identify who is to do what, and when, to keep everyone safe and to deliver a successful and meaningful visit in accordance with pre-agreed objectives.

1.3 Risk Assessment

The Visit Leader is almost always expected to prepare a risk assessment for their visit, which considers significant and foreseeable risks affecting the Participants and Visit Supervisors.

The Employer's own rules will dictate whether risk assessments are required to be developed for standard activities forming part of the visit's itinerary, accommodation and transport elements.

Education Destination requires all of its partners to provide sample or template risk assessments covering their standard activities and these will be made available to Visit Leaders automatically whether they are needed or not.

Visit Leaders who find themselves obligated to re-assess standard activities or specifically assess non-standard activities can seek assistance from Education Destination and/or its appointed agents who may act as 'eyes and ears' to undertake checks remotely given a specific brief. Alternatively, Education Destination can arrange "inspection visits" so that the Visit Leader can experience the activities first hand.

The overall Risk Assessment usually includes consideration of leader -to- participant ratios for all activities, including contingencies for Visit Supervisor and/or Participant illness or special supervision requirements for Participants with additional needs. These ratios will take account of

gender of both Visit Supervisors and Participants, the need to provide 24-hour supervision cover, appropriate vetting of Visit Supervisors and any expected periods of remote supervision.

1.4 Parent Communication Plan

Residential Visits fall outside the scope of “Routine” or “Expected” trips and therefore usually require written communication with parents (and carers, guardians etc. as applicable) and informed consent sought and provided.

Typically, the exchange of information might include:

- A summary of the planned activities
- Learning objectives
- The venue(s) being visited
- Sleeping arrangements
- Medical provision
- Supervision arrangements
- Travel arrangements
- Insurance cover
- Emergency contact details
- Costs and contributions

A meeting is often held with parents where concerns can be addressed one-to-one. This is especially common with younger students.

1.5 Accommodation Considerations

When selecting overnight accommodation, the Visit Leader may wish to consider aspects such as:

- The needs and requirements of all Participants (consider access limitations, dietary needs etc.)
- The gender mix of the group
- Security and privacy
- Floor plan / room allocation and supervision arrangements
- Location and segregation of bathrooms and showers
- Fire plan, fire drills and building layout familiarization
- Potential hazards such as balconies, electrical equipment

2 ROLES AND RESPONSIBILITIES

Under the Health and Safety at Work Act 1974, the Employer is responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, as far as reasonably practicable, the health and safety of anyone else who may be affected by their activities. This therefore includes Participants in off-site visits.

For most state-maintained schools, the Employer will be their governing Local Authority (LEA). For independent schools, the Employer will usually be one of the owner, board of governors or trustees.

The following section offers guidance on how the roles and responsibilities involved in planning and delivering an off-site visit generally work.

2.1 Employer

The Employer's main responsibilities in respect of off-site visits are typically:

- Provision of appropriate insurance cover for off-site activities
- Provision of technical advice as necessary
- Assessment of proposals for off-site visits where requested by the Head of Establishment (typically visits including Adventurous Activities or those taken outside the UK)
- Definition and communication of emergency procedures for dealing with major incidents and emergencies
- Ensuring training needs have been addressed
- Definition of policy on the administration of medicines

2.2 Head of Establishment

Heads of Establishment will follow the Employer's guidance to ensure the safe delivery of off-site visits. Their main responsibilities typically include:

- Ensuring the Visit Leader is competent to manage and monitor risk during the planned visit and has the relevant experience, competencies and support to deliver the aims of the visit
- Communicating the Employer's policies which may affect the visit to the Visit Leader and other relevant parties
- Agreeing a Visit Plan with the Visit Leader which will include appropriate risk assessment and proportionate safety management processes
- Providing the Visit Leader with sufficient time and resources to organise the visit properly
- Agreeing the Ratio of accompanying adults to participants and overseeing the recruitment of suitable persons

- Ensuring the Employer has approved the visit, if required, and that relevant support and insurances are in place
- Agreeing the appropriate levels of communication with parents and others
- Ensuring there is a contingency plan with clear lines of responsibility which will be adhered to in the event of a major disruption affecting the Visit Plan (e.g. adverse weather, vehicle breakdown, ferry delay or cancellation)
- Provision of 24-hour support in the event of an emergency or accident

2.3 Visit Leader

The Visit Leader is the central person responsible for the planning and execution of a successful off-site visit. Their role is extensive and involves communication with all other involved parties except those which Education Destination manage on their behalf (visitor attractions, accommodation and transport providers as required).

Education Destination, in its experience working with many groups of differing sizes, offers the following suggestions to Visit Leaders:

1. Appoint a deputy and share summaries of everything with them throughout the process. Then, if there are any last minute changes of plan or an on-visit situation demanding the Visit Leader's attention, the deputy can seamlessly take over the running of the visit.
2. Do not take direct supervision responsibility for Participants. During the visit, the Visit Leader role is an extremely busy one; it is difficult to also devote the appropriate level of supervision to one's own group too.
3. Agree and communicate a set of 'Participant's Responsibilities' with the members of the group prior to the visit.

Some of the Visit Leader's key responsibilities typically include:

- Ensuring that the policies and procedures laid down by the Employer and Head of Establishment are understood and followed. Where there is any ambiguity, resolve at the earliest opportunity
- Preparation of a detailed Visit Plan and obtaining approval for the visit from the Head of Establishment, and, if necessary, the Employer
- Agreeing the funding principles with the Head of Establishment and collection policies with the relevant department
- Communication with parents and liaison with internal departments responsible for administration and finance

- Gathering of sufficient information about Participants to deal with any health, medical or behavioural needs, and matching these needs and the abilities of all Participants to the planned off-site activities being mindful of equality and inclusion
- Gathering up-to-date emergency contact details for Participants
- Ensuring that adequate First Aid provision and cover is available throughout
- Selection, vetting and briefing of Visit Assistants in all aspects of their roles
- Liaison with Education Destination

2.4 Visit Assistants

Visit Assistants (aka ‘chaperones’ or ‘supervising adults’) may include other teachers, LSAs, parents and carers as well as chaperones provided by Education Destination. They are generally tasked with supervising a subset of the Participants but can also be involved in the running of an activity or the undertaking of a learning exercise.

Visit Assistants must:

- Be made aware of the Visit Plan and any relevant risks
- Understand how they can ensure the health and safety of everyone in the group
- Only be left in sole charge of Participants where it has been previously agreed as part of the Visit Plan
- Follow the instructions of the Visit Leader and help with control and discipline
- Inform the Visit Leader if any concerns arise at any time

Education Destination ‘Chaperones’ is an optional service. Locally based staff are available to work with your group in the role of Visit Assistant. These staff have an education background – mostly they are retired or semi-retired teachers, LSAs etc. and all will have a recent enhanced DBS check which is clear.

Chaperones can be made available to Visit Leaders throughout the visit or just for certain aspects to bolster Visit Assistant numbers or supervision ratios temporarily. The daily cost of chaperones is broadly similar to the daily cost of a supply teacher which is designed to assist schools who would prefer to keep staff teachers in post rather than supporting roles associated with off-site visits.

2.5 Parents / Guardians / Carers

Parents are expected to:

- Be able to take an informed decision on whether their child should participate in the planned visit based on the information provided by the Visit Leader

- Give consent or opt out
- Meet the financial obligations required
- Provide up-to-date information about their child's emotional, mental and physical health
- Prepare their child for the visit, especially in relation to clothing, rule adherence and altered eating and sleeping arrangements

2.6 Participants

Education Destination recommends that as part of the visit application process, Participants, in conjunction with their parents, agree to:

- Not take any unnecessary risks
- Follow the instructions of the Visit Leader, Visit Assistants, Chaperones and any other supervisors including staff at visitor attractions, venues, accommodation providers and transport providers
- Dress and behave sensibly and responsibly
- Take extra care to listen to and understand the safety briefing which will be played at the start of their ferry crossing(s) and safety briefings given by venue staff where provided
- Look out for anything which may harm themselves or anyone else in the group and bring this to the attention of an adult supervisor

3 THE VISIT PLAN

3.1 Introduction

The Visit Plan will, as well as keeping everyone safe, help to ensure a successful and meaningful visit by focusing on the benefits of the activities and clearly setting our aims and objectives. It forms the basis of the information required by the Head of Establishment (and possibly the Employer) for granting approval for the visit.

The contents of a Visit Plan will vary depending on the length and complexity of the planned visit. Internally it may not even be called a 'Visit Plan', but for the purposes of this document this is how we will refer to the collection of data used by the Visit Leader to seek approval for the trip and to distil on behalf of the Visit Supervisors.

3.2 Establishing Ratios

It is important to identify the appropriate ratio of adult supervisors required for any visit, and to build in a little redundancy in case of last-minute illness or other difficulties preventing someone undertaking their commitments.

Some of the factors to take into consideration are:

- The Participants – their ages and any special needs
- Previous experience of managing Participants and of off-site visits
- The destination and venues being visited
- The activities being undertaken and identified risks
- Travelling
- The time of year
- Medical and behavioural issues

3.3 Parental Communication, Consents and Data Gathering

For any visit which cannot be considered 'Routine' or 'Expected', parents should be appropriately informed in order that they can properly prepare their children for the experience and give informed consent for them to take part.

Parents will most likely have already provided school with information about long-standing medical requirements, allergies etc. as part of the school session start-up procedure. This will usually include permission (or refusal) for their children to receive anaesthetics, blood transfusions and other treatment deemed necessary by a qualified doctor in an emergency situation.

However, the Visit Leader might wish to obtain an up-to-date statement from parents with details of ongoing treatments, prescription medication etc. especially for those Participants with occasional rather than regular medication uses such as inhalers, and those with medication allergies such as penicillin, antihistamines etc.

For trips including overnight accommodation, the Visit Leader may also wish to question any known food allergies or special dietary requirements (actual and elective) so that appropriate meals can be provided. They will need to know about overnight issues such as bedwetting and sleepwalking so that special supervision and/or provision can be made sensitively. Finally, any special religious needs should be canvassed, again so that provision can be arranged or requirements observed.

The Visit Leader will need to consider how to communicate the issue of costs and payments.

3.4 Preparation of Participants

Risk Education is an important aspect of young people's development and Participants should take part in planning, implementing and evaluating their own contribution to visits where possible. Participants could be coached to understand:

- The nature and demands of the visit
- Supervision arrangements
- Behavioural standards expected
- Emergency procedure
- Code of Conduct

3.5 Supervision During a Visit

Breaks in supervision by the Visit Leader should be clearly identified, with clear handover arrangements. Obvious tools to help with supervision include:

- Dividing into small groups each with an identified leader
- Establishing rendezvous and "lost child" points when separating
- Carrying out regular headcounts
- Wearing easily identifiable clothing
- Having a 'buddy system' (e.g. pairing or grouping students)

3.6 Remote Supervision

Sometimes it may not be possible for the leader to be directly present with Participants – for example during instructor led activities or when participating in ‘one at a time’ activities.

Alternatively, the Visit Leader may decide to grant Participants unsupervised time e.g. during museum visits to foster independence and self-reliance.

Visit Leaders remain responsible for Participants even when not in direct contact with them and contingencies should be included in the Visit Plan accordingly.

Certain activities will be led by venue staff or instructors. The Visit Plan should highlight these circumstances and the Visit Leader should satisfy him/herself of the qualifications of these third parties to supervise their Participants.

3.7 Exploratory Visit (“Pre-Visit”)

Visit Leaders need to be confident that the locations and facilities are suitable for their plans, and to identify weaknesses which need mitigation in the Visit Plan.

In conjunction with the Head of Establishment and/or the Employer, the Visit Leader may decide to use a location that has not been used previously without requiring an exploratory visit if sufficient supporting information is provided in accordance with Employer guidelines. For example, locations with a current LOfC Quality Badge may be automatically considered suitable.

3.8 Gender and Vetting of Accompanying Adults

With a mixed sex group of Participants, it is preferable to have a gender mix of leaders and this should form part of the overall risk assessment.

The Visit Leader also needs to consider the roles being undertaken by non-staff adults who are accompanying the trip – are they expected to undertake ‘regulated’ work requiring a DBS check?

Visit Leaders should know and follow their Employer’s child protection guidelines.

3.9 Use of an External Provider

‘External Provider’ can mean tour operators, venues and attractions, transport providers etc. who make up your trip’s overall itinerary.

Things the Visit Leader needs to consider include:

- Experience and reputation of the provider
- Liaison with the provider to discuss the aims and needs of the Participants
- Whether the provider needs to be vetted
- Whether adequate insurance is in place
- How to communicate relevant Participant information to the provider on a 'needs must' basis – i.e. medical, dietary, disability details etc.
- Whether suitable risk assessments and safety procedures are in place
- Whether the provider and its activities are in compliance with the Employer's child protection policies

The Visit Leader should also consider whether any planned activities fall under the 'Adventure Activities Licencing Authority' definitions, and if so, that all HSE requirements are met.

3.10 Inclusion

The Visit Leader needs to consider their Employer's equality and inclusion policies when planning the visit and activities. Whilst it is not necessary for every Participant to be able to carry out every activity, it is good practice to consider how reasonable and acceptable adjustments and alternatives can be provided for those Participants who would benefit from these.

Behavioural issues which might potentially impact safety should be raised with the Head of Establishment or parents. Where safety cannot be guaranteed, it may be appropriate to ask a parent or a care assistant to accompany a particular Participant.

Education Destination assesses all its accommodation and transport providers, visitor attractions and study locations for general accessibility issues and communicates any limitations to Visit Leaders.

3.11 First Aid

First Aid provision should form part of the Visit Plan.

For most activities it is unlikely that any formal first aid provision will be needed, as there will be easy access to professional help. However, if it is anticipated that difficulties accessing professional assistance may be an issue, further consideration is required.

Visit Leaders are advised to carry a basic First Aid kit, suitably stocked for the group size, should be carried on all visits.

Visit Assistants should know how to contact the emergency services and have the means to do so. They should be aware of the limitations of mobile telephones in some locations.

Education Destination assesses all its accommodation and transport providers, visitor attractions and study locations for the availability of first aid facilities and trained staff, and communicates any limitations to Visit Leaders.

4 RISK ASSESSMENT - BACKGROUND

The Health & Safety Executive (HSE) advises that risk assessment should focus on real risks rather than those which are trivial. Exposure to real risks should then be offset against the benefits of undertaking an activity.

According to the HSE, in their policy statement “Tackling the health and safety myths” states:

- that the focus should be on how the real risks arising from such visits are managed and not on paperwork;
- the need for a proportionate and sensible approach for planning and organising off-site activities;
- that those organising visits should simplify the planning process and authorisation arrangements for visits that involve everyday risks;
- that HSE's primary interest is real risks arising from serious breaches of the law. Any HSE accident investigation will be targeted at these issues.

Source: <http://www.hse.gov.uk/services/education/school-trips.pdf>

That said, the Employer has a legal responsibility to ensure that suitable risk assessments are in place for all off-site activities. Many Employers manage compliance through online approvals systems such as those provided by standard software packages such as *Evo/ve*, although others may have other approval / monitoring processes.

The findings of any accepted risk assessment and relevant mitigation methods should be agreed with and understood by all Participants including Visit Assistants and other supervising adults.

Even with the best possible planning, the unexpected may happen on the day and Visit Leaders must be prepared to adapt and change as required. All Visit Supervisors should continually monitor risks throughout a visit or activity and take appropriate action as necessary to manage them. This includes heeding advice from those with specialist expertise as well as local knowledge and signage, etc.

It is expected that accommodation, transport and activity providers who provide normal public access will have their own risk assessments. The Visit Leader ought to review these but in most cases they will likely be acceptable in their standard form. It would however be prudent to discuss safety arrangements and precautions for more unusual activities.

5 INSURANCE

The Employer should make Heads of Establishment aware of the extent of their insurance provision for visits. The Visit Leader should ensure that adequate insurance arrangements are in place covering all planned activities.

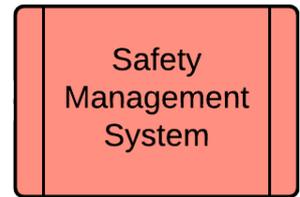
Consider:

- Public Liability Insurance
- Personal accident cover
- Financial failure insurance / “bonding” (e.g. ABTA, ABTOT)
- Cover for damage to or loss of hired equipment
- Excesses (who would pay?)

Parents may wish to consider ‘away from home’ insurance for personal belongings carried by their children which may, in fact, already be included in home contents policies for example.

Education Destination provides Financial Failure Insurance for all payments received. Alternatives can be arranged for those whose Employers insist on bonding.

6 EDUCATION DESTINATION SAFETY MANAGEMENT SYSTEM



6.1 Overview

Education Destination’s vision statement is to “help transform the Isle of Wight into the foremost destination for educational trips, preferred by both teachers and learners at all levels”.

Part of Education Destination’s mission statement is to “provide necessary support to ensure excellent trip planning is made simple for organisers”.

By undertaking regular and detailed audits of all downstream service providers and suppliers Education Destination remove much of the routine and mundane data capture that would otherwise take up lots of a Visit Planner’s time, thus making trips to the Isle of Wight easier to arrange and subsequently more enjoyable and meaningful. Teachers can better focus on the learning opportunities available that are supported by Education Destination’s wide range of curriculum-relevant teaching resources.

All of these benefits are provided for **free** when booking your Isle of Wight school trip or group visit via Education Destination.

6.2 Risk Assessment

The key document required for every activity, journey and residential visit is the Risk Assessment.

All Education Destination partners are required to provide a comprehensive sample or template risk assessment. Where one is not available, our appointed agents can work with a partner to develop a suitable document.

Risk Assessments for all partner services and activities are made available to Visit Planners immediately on booking with Education Destination via a secure, dedicated web page.

Whilst Education Destination cannot guarantee that these documents are fit for purpose, experience has shown that in the vast majority of cases they are perfectly acceptable to Employers.

Should additional consideration be needed, for example for students with special needs, Education Destination and its agents are in a position to remotely assist Visit Planners with obtaining the relevant information needed.

As a last resort, Education Destination can assist Visit Planners with pre-visit inspections.

6.3 Insurances and Regulatory Compliance

All Education Destination partners are polled annually to obtain up-to-date proof of Public Liability Insurance, Product Liability Insurance and Employers' Liability Insurance (if applicable) as well as checking regulatory compliance such as fire certificates. All partners are required to comply with the Health and Safety at Work Act 1972.

These documents are also made available to Visit Planners if required.

6.4 Virtual Tours and "On The Day Procedures"

To further help eliminate the need for time-consuming pre-visits especially for new venues, Education Destination publishes virtual video and photographic tours of visitor attractions complete with clickable site plans and 'subject maps' highlighting relevant teaching resources. During 2016 this will be rolled out to accommodation providers and transport operators too.

To assist with briefing of Visit Supervisors, Education Destination also provides highly detailed "On The Day Procedures" which summarise the facilities available at each venue, such as parking, access, toilets, first aid etc. and these are supplied along with one-page "Entry Passes" telling the Visit Leader exactly what to do on arrival to gain access to the venue with the minimum of fuss. These act as booking confirmations so there will be no issues at the gate.

All of these documents are available via the same secure, dedicated web page for access at any time – even on the move via mobile phones / tablets.

6.5 Accessibility and Inclusion

Of course a key part of assessing the suitability and safety aspects involved with a multi-venue trip is ensuring that the sites are adequately accessible for all Participants, and understanding any limitations or special provisions that need to be made.

All partner venues and accommodation providers are assessed to understand their suitability for Participants who may have special needs. Any identified issues are shared with Visit Leaders from the outset once requirements are shared.

Education Destination's resources and group activities are designed to be as inclusive as possible, and the company are committed to assisting in any way reasonably possible to accommodate those with special needs.

6.6 Summary

- ✓ Regularly refreshed, comprehensive risk assessments
- ✓ Partnership with local safety management specialist to assist venues & attractions in validating and/or developing fit-for-purpose risk assessments for school group visits
- ✓ Annual checks of insurances and regulatory compliance
- ✓ Online virtual tours
- ✓ “On The Day Procedures” for partner venues highlighting hazards and facilities
- ✓ Accessibility and inclusion considered and potential issues highlighted

APPENDICES

A1 Student Information

A form which may be used as the basis for data collection from parents / guardians for students.

An editable Microsoft Word version of this document may be freely downloaded from:

www.edudest.uk/free/forms/studentinfo.docx

There are no restrictions on its use.

A2 Skeleton Visit Plan

A template which may be used as the template for building your own Visit Plan for residential trips. Includes key elements which need to be considered.

An editable Microsoft Word version of this document may be freely downloaded from:

www.edudest.uk/free/forms/visitplan.docx

There are no restrictions on its use.

A3 Visit Plan Flowchart

A helpful at-a-glance flowchart summarising the Visit Plan as described in this document.

An editable Microsoft Word version of this document may be freely downloaded from:

www.edudest.uk/free/forms/vpflowchart.docx

There are no restrictions on its use.

A4 Generic Risk Assessment Template

A multi-purpose template which you may modify to suit your own needs.

An editable Microsoft Word version of this document may be freely downloaded from:

www.edudest.uk/free/forms/ratemplate.docx

There are no restrictions on its use.

A5 Education Destination Service Provider Standards Assessment Form

A useful summary of the regular checks that Education Destination makes on its accommodation partners.

This document may be viewed at:

www.edudest.uk/free/forms/standards.pdf

A6 Education Destination Health & Safety Advice for Visit Leaders

General guidance offered to visit leaders, including useful details on local facilities.

This document may be viewed at:

www.edudest.uk/free/forms/hsgeneral.pdf

