Educational Off-Site Visits

Policy & Guidelines

September 2025 to August 2028

lancashirevisits.org.uk

Lancashire County Council

Comms 10308

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1. Introduction

This document is written to comply with health and safety at work laws. As an employer, Lancashire County Council has a statutory responsibility for health and safety, and employees also have their own responsibilities. This document, along with the accompanying forms and appendices, outlines the County Council's safety policy for off-site educational visits and adventurous outdoor activities, as well as the arrangements for implementing the policy.

Evidence shows that educational off-site visits provide learning opportunities and benefits that are rarely realised in other educational contexts or settings.

The County Council is committed to supporting all user groups to achieve a rich and broad offer. Our vision is for all young people to enjoy appropriately planned off-site visits and the life changing experiences they provide.

The impact is generally greater when visit experiences are fully integrated with a school's curriculum/planning and ethos. The overwhelming evidence outlines numerous positive impacts educational visits can have on learning, behaviours, attitudes and personal development.

The revised Educational Off-Site Visits Policy and Guidelines document is applicable from September 2025. It is a controlled document and will be reviewed in three years' time subject to legislative changes or other advice that may require an earlier review. For this policy, the term 'schools' refers to schools and all Lancashire County Council internal services. The most up to date information will be available on the EVOLVE website.

1.1 What Is an Educational Off-Site Visit?

For the purposes of this guidance, we use the definition: Any occasion when a young person takes part in a structured school-led learning activity which is carried out beyond the boundary of the normal operational base. The definition does not include where establishments operate on a split site, work experience placements or Bikeability. Educational Off-Site Visits are planned discrete off-site educational experiences designed to enrich and enhance the curriculum. The policy does not apply to activities undertaken by establishments on their site. These activities should be conducted in accordance with the establishment's own policy and procedures. Included in the policy are field study visits, and any visit with an adventurous element to it, and overnight stays on the school site. For this policy, curriculum swimming, sports fixtures and area school events are not educational off-site visits. For guidance on these areas of the curriculum, please refer to the separate advice including:

- National Governing Body Advice -Swim England
- Association for Physical Education (AfPE) - Safe Practice in Physical Education, School Sport and Physical Activity 2024 edition.

1.2 Who Is My Employer?

Overall legal responsibility and accountability for all health and safety lies with the employer, and staff must follow the policy and guidance set by their employer. For this reason, it is essential to be clear who your employer is.

The local authority (LA) is the employer in:

- community schools
- community special schools
- voluntary controlled schools
- maintained nursery schools
- pupil referral units
- local authority services

The governing body or the board of trustees is the employer in:

- foundation schools
- foundation special schools
- voluntary aided schools
- academies
- free schools

The proprietor, Board of Trustees or equivalent is the employer in:

- independent schools

Failure to follow policy can have a detrimental effect on the ability of Legal Services to defend any claim that may arise in relation to the schools' activities. In such circumstances the costs of defending claims may be deducted from the school budget. Further guidance on legal implications can be found in Appendix 7, located in the Resources section of EVOLVE.

1.3 Adopting This Policy

It is a mandatory requirement that any school that purchases the Educational Off-Site Visits Service Level Agreement Package adopt the Lancashire's Educational Off-Site Visits Policy and Guidelines.

This framework has been developed to enable its widest possible adoption, integrating support for employers with planning and provision at local authority level and with management, delivery and practice at establishment level. The framework is relevant to everyone who provides planned learning for children and young people in Lancashire, whether as part of early years, school, or any internal Lancashire County Council Service which takes children and young people off-site. Adoption of the good practice exemplified in this Policy and Guidelines allows employers to fulfil their responsibilities under the Health and Safety at Work Act, 1974 for outdoor learning and off-site educational visits for all participants.

This Policy document should be read in conjunction with the current editions of the following electronic documents which are recommended reading for any school/service involved in the planning, organisation and supervision of educational off-site visits and adventurous activities and to which various references are made:

- Health and Safety Executive (HSE) Glenridding Investigation and Case Study
- DfE 'Health and Safety: Advice on legal duties and powers'
- HSE School Trips

1.4 Risk Management

All activities involving young people learning outside the classroom are associated with the possibility of misadventure. Safety for educational off-site visits and for outdoor adventurous activities is critically dependent on the quality of leadership. This policy aims to minimise the potential for misadventure, but it must be recognised that risk cannot be eliminated. Challenge must always be appropriate, and risk reduced to an acceptable level.

1.5 Monitoring

1.5.1 Responsibilities of the County Council

The County Council has a duty to safeguard its employees in the course of their employment, and to ensure the safety of others who may be affected by the actions of its employees. This includes a responsibility for the safety and well-being of all adults and young people participating in educational off-site visits. To ensure that these responsibilities are met, the County Council will:

- Maintain a policy and procedures governing educational off-site visits.
- Provide guidance and competent advice for educational off-site visits.
- Provide training and professional learning opportunities for Educational Visit Co- ordinators (EVCs) and other staff.
- Monitor Type A and Type B educational off-site visits on a sample basis.
- Reserve the right to monitor the venues/providers on a sample basis.
- Review the Educational Off-site Visits Policy and Guidelines at least every three years.

1.5.2 Professional Support Visits

The Professional Support Team will join groups on Type A and B visits on a sample basis. This is in the interest of quality assurance and support for the school and provider. For this purpose, the Professional Support Team will use the 'Visit Observation Form' (VOF), which is in the Resources section on the EVOLVE website along with the names and photographs of the officers. All members of this team have appropriate DBS checks as part of our recruitment process. The school will receive a report following the visit.

Any member of the Professional Support Team has the power to intervene where unsafe practice is observed, or it is felt likely to occur.

2. The Planning and Approval Process for Educational Off-Site Visits

Before planning and undertaking educational off-site visits, all schools must ensure that a member of staff has been nominated to the role of Educational Visits Co-ordinator (EVC) and is registered with the County Council. It is a mandatory requirement that all newly appointed EVCs attend the Lancashire Educational Visits Co-ordinator Training Course (The Role of the Educational Visits Coordinator, EVC101). Delegates must attend the full session to receive the accreditation. The course is fully discounted under the Service Level Agreement (Appendix 1).

The appointment, training and continuing professional development of EVCs is tracked and the school must inform the Educational Off-Site Visits Service of any changes to the appointment of the EVC.

2.1 Types of Visits

2.1.1 Local Learning Area

These are routine Type A visits, outlined by the DfE as those visits which are covered by a school's current policies and procedures.
A Local Learning Area refers to a designated geographical area where Local Area Visits and activities can take place as part of the normal curriculum and within the normal school day. The area designated should be within comfortable walking distance to and from the school and will not require transport of any kind.

If the school has designated a Local Learning Area, then these activities should follow the Standard Operating Procedures set out and should not normally need additional risk assessments or notes added. A 'Signing Out' sheet containing relevant information should be left with the base contact/ office before departure.

2.1.2 Type A Visits (Approval by the School/Service)

Educational low risk off-site visits, up to one-day duration, for example:
- Theatre visits
- Zoo visits
- Museum visits
- Lake cruise, river cruise, ferry, or canal boat visits
- Crazy golf, mini golf and Tri-Golf
- Bushcraft low level activities i.e. group fires, woodland art, and simple supported shelters (not freestanding), tool use not to include open bladed tools
- Escape rooms

2.1.3 Informed Parental/Carer Consent for Type A Visits

Unless consent has been obtained, a child/young person must not take part in the educational off-site visit. For all Type A visits, consent can be sought using a general consent form at the beginning of a year, or even upon registration of a young person with the school/ service (Form 3 or Form 3A). It is still a requirement that parents/carers must be informed of individual off-site visits in advance, and advised where their young person will be, and of any extra safety measures or clothing required. Schools must be aware of the need for up-to-date medical information and must build in a way to obtain this and incorporate it into their process.

2.1.4 Approval of Type A Visits

Approval for Type A visits must be obtained within the school. Responsibility for the approval of Type A educational off-site visits rests with the Management (Governing Body/ Management Committee/Manager).

All Type A visits, unless they fit the criteria above outlined in the section 'Local Learning Area Visits' must be managed using the EVOLVE database and this approval process.
The Management arrangements for the approval of visits must be established and reviewed annually. Within these arrangements, authorisation to approve visits may be delegated, e.g. to the Headteacher/ Manager/EVC.

Any delegation of authority must be recorded in writing. In the case of schools, Governing Bodies and Management Committees, this must be included in the annual return to the County Council.

2.1.5 Type B Visits (Require Approval by the County Council)

Educational Off-Site Visits:

- Involving a planned activity on water, or in which the presence of water is identified as a hazard on the risk assessment *. Travel on a lake cruise, river cruise, ferry or canal boat is regarded as a form of public transport and is therefore not necessarily a hazard.
- Involving adventurous activities **.
- To farms.
- To theme parks.
- Trampoline parks and one-off sessions at British Gymnastics registered trampoline centres. PE examination groups and participation in a series of curriculum lessons are not included in Type B criteria
- Involving overnight stay or residential accommodation or overseas visits including foreign exchange visits.
- London day visits (includes visits to Greater London)
- Multi venue city visits, involving more than one venue and or public transport. This is not a Type B criterion for schools who are from an LCC district that includes the city, i.e. district 6 schools and Preston, and district 1 schools and Lancaster.
- Laser tag or Paintballing.
- Golf activities including irons and woods on golf simulators, golf driving ranges or golf course context
- Bushcraft activities where a qualification is required: areas of activity able to lead will be specified as a competence in the course syllabus. (refer to instructor pack)
- Paddle sport; canoeing, kayaking, stand up paddle boarding.
- Mountain sport; climbing, hillwalking, scrambling, gorge walks, 'river' walks.
- Caving: including show caves/tourist mines.
- Motorsports: karting, MX riding, quad biking, BMX riding.
- Artificial climbing structures: walls, high/low ropes.
- Snow sports: skiing, boarding.
- Water sports: sailing, power boating, SCUBA diving, kite surfing, wild swimming.
- Horse riding.
- Ice skating.
- Skateboarding and roller blading
- Archery.
- Activities with armed forces.
- Establishment led walks.

Further clarification and advice should be sought from the Educational Off-Site Visits Service if there is any doubt about the classification of an activity.

2.1.6 Informed Parental/Carer Consent for Type B Visits

For every Type B visit specific written consent and full medical information must be obtained (Form 3B or Form 3C). In order that parental/carer consent can be fully informed, it is important that the school provides full information regarding all activities to be undertaken on the visit (Sample activity sheets are available in the Resources section of EVOLVE). Unless consent has been obtained, a child/young person must not take part in the educational off-site visit.

If there is to be a linked programme of such visits, it may be appropriate from the outset to obtain parental/carer consent for the linked programme.

2.1.7 Approval of Type B Visits

It is the responsibility of the Management to ensure that approval is obtained from the County Council for all Type B visits.
In seeking approval for an educational off-site visit, submission must be made to the Educational Off-Site Visits Service, via EVOLVE, at least 4 weeks prior to the visit taking place.

The chain of approval for both Type A and Type B Visits on EVOLVE is illustrated on the 'Approval of Educational Off-Site Visits' flow chart. This can also be found on Form 1 which is located under the Resources section of EVOLVE.

2.1.8 Approval of Educational Off-site Visits

Visit Leader

- Create a visit on EVOLVE.
- Type A Visit - Ensure that when completing the 'Visit Type' section, 'No' is selected for all points.
- Type B Visit - Ensure that when completing the 'Visit Type' section, select 'Yes' to one or more of the points.
- Submit visit to the EVC, they will receive an email notification that a new visit has been submitted.

EVC

- Check the Visit Form and Attachments: Ensure a Form 5 is attached and has adequate information.
- If satisfied, click the 'Submit' button at the bottom of the visit form. The form will then be sent to the Headteacher/Manager, or the individual set up as 'Head' for approval.
- If not satisfied, click the 'Return' button at the bottom of the visit form, stating what is required from the Visit Leader. The form will need to be resubmitted once the request has been addressed, and the necessary changes made.
- If the Headteacher/Manager has delegated their responsibilities to the EVC, follow the same processes as outlined for the 'Head'. Submit or Return the Visit Form

Head

- Track Tab: Visits requiring approval will appear in the 'To be Authorised' tab.
- Open the Visit: Click the 'purple' icon to open the visit to be authorised.
- Authorise the Visit: Click the 'Authorise' button at the bottom of the visit form.
- Confirm the required declarations and enter your pin number to approve/ submit to the Educational Off-Site Visits Service.
- Type A Visits: Approved by the Head; this visit can now take place.
- Type B Visits: Must be approved by the Educational Off-Site Visits Service. This visit will now show in the 'submitted' tab. Once approved, it can then take place.

LA

- Once the visit is approved by the Educational Off-Site Visits Service, it will appear in the 'Approved' tab.
- If further information is needed, it will be requested via the 'Add note' function on EVOLVE.
- If the visit is returned to you, please address the request and resubmit.

2.2 Risk Assessments

It is a legal requirement to undertake risk assessments and put measures in place to control significant risks. The risk assessment should be seen as fundamental to the overall planning process and should be considered from the outset of any visit planning. Risk assessment recording should not be unduly onerous, but supportive and helpful for the visit leadership team.

A proportionate approach to risk management, which, in the context of outdoor learning and off-site visits, is a two-stage process:

- The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
- The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

The risk assessment process must be seen as 'on-going' and 'dynamic'. Professional judgements and decisions regarding safety will need to be made regularly during the activity. If the control measures are not sufficient, the activity must not proceed.

2.2.1 Dynamic Risk Assessment

Despite the best planning, the unexpected may happen during a visit and Visit Leaders must be prepared to change and adapt as required. Experience and training will enable sound judgements to be made. Staff should monitor the risks throughout the visit and take appropriate action as necessary. This is called dynamic risk assessment and includes knowing when and how to apply contingency plans where they are needed. It also includes heeding advice and warnings from those with specialist expertise or local knowledge (especially with regard to higher-risk activities). The actions taken as a result of dynamic risks assessment may be recorded after the visit so that they can inform future planning

The 2025-2028 version of the Form 5 'Risk Assessment' template should be completed for all Type A and Type B visits. This can be found under the Key Resources section on the home page of EVOLVE.

2.2.2 A Planned Alternative Programme

Always prepare a 'Plan B'. This is in place in the event of unforeseen circumstances for both Type A and B visits. The more complex the visit, the more detailed the Plan B must be. Ensure that all accompanying adults are aware of the Plan B.

If the alternative is that the visit is cancelled and the party returns to base, then this should be stated.

2.3 Good Practice Visit Essentials

2.3.1 Inclusion

All children should be provided with the opportunity to participate in off-site visits. Visit Leaders should be aware of and follow their employer's equality and inclusion arrangements. When beginning to plan an educational visit, it is important to consider how accessible any visit is in terms of cost, venue, activities etc.

Whilst it may not be necessary for every participant to take part in every activity, it is necessary to make reasonable adjustments and consider alternatives to make the visit more inclusive. In some circumstances, additional staff may be required to support an individual's participation – this needs to be taken in to account during the initial planning phase when considering staffing and costs. Additional costs must not be passed on to the individual whose needs require the adjustment.

2.3.2 Special Educational Needs and Disabilities (SEND)

Your school should adhere to the following principles:
- A presumption of entitlement to participate for all young people.
- Ensure accessibility through direct or realistic adaptation or modification.
- Integration through participation with peers.

It is unlawful to:
- Treat a young person less favourably because they are disabled.
- To apply a policy, practice or procedure that has the effect of disadvantaging young people with disabilities without justification.
- To treat a young person unfavourably due to something arising from their disability without justification or to fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Further guidance on disability discrimination can be found in Appendix 11 which is located in the Resources section of EVOLVE.

2.3.3 Charges for Off-Site Activities and Visits

Charges for Off-site Activities and Visits Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges by schools must be made in line with DfE guidance. Schools should ensure their charging and remission policies reflect statutory requirements.

2.3.4 Off-Site Visit Emergencies

The Emergency Base Contact and the Visit Leader must have:
- The establishment's emergency response procedures and be familiar with them.
- Form 9 (Emergency Base Contact), Form 10 (Visit Leader).
- Telephone numbers (both in and out of hours) of two designated senior members of staff.
- Mobile numbers of all accompanying adults on the visit. Together with names, addresses and telephone numbers of parents/carers of all the young people and the same details for the next of kin of all accompanying adults involved in the visit.
- Consideration of communication issues to ensure alternative effective communication is maintained.
- Copies of the medical information and parental/carer consent (Form 3A, Form 3B or Form 3C) for every child/young person taking part in the visit/activity.
- Copies of route plans, venues and alternative activities (Plan B).
- Appropriate vehicle registration numbers and passenger lists for each vehicle.
- Copies of the risk assessment (Form 5).
- For critical incidents, the telephone numbers of the Lancashire Emergency Duty Team (Appendix 6).

2.3.5 Visit Closed Procedure

The Visit Leader must ensure that there is a clearly defined and agreed arrangement with the Emergency Base Contact to confirm the closure of the visit. These arrangements should clearly state what action must be taken by the Emergency Base Contact if the party has failed to return or make contact by the agreed time. The Visit Leader must communicate any delays or incidents that may cause late arrivals at destinations or return journeys to the Emergency Base Contact.

2.3.6 Post Visit Evaluation (PVE) for All Type A and Type B Visits

A Post Visit Evaluation must be completed on EVOLVE once a visit is closed. Schools should keep records of individual visits including what worked well, what did not work well and any accident/incident reports. For all Type A and B visits which have been processed on EVOLVE, the Post Visit Evaluation section on EVOLVE should be completed within 28 days of the visit.

An evaluation report of all educational off-site visits should be made to the management as part of the monitoring procedures.

There may be an incident or situation that could be classified as a ‘near miss’ or ‘close call’. It is important to discuss this with experienced colleagues enabling all parties to learn from the experience and inform future actions. This should be recorded on EVOLVE in the Post Visit Evaluation section. Further guidance on accident and incident reporting can be found in Appendix 3 which is located in the Resources section of EVOLVE. Failure to complete the Post Visit Evaluation may leave the school vulnerable to legal action.

What is a near miss? It is an event or situation that could have resulted in injury, damage or loss, but did not do so due to chance, corrective action and/or timely intervention.

2.4 First Aid

When planning off-site visits and activities, it's essential to include first aid provision as part of the risk assessment and planning process. Establishments should already have a risk assessment in place that determines their on-site first aid provision. Off-site first aid arrangements should be an extension of this. The appropriate requirements should consider:

- The nature of the activity
- The nature of the group
- The potential injuries related to the activity
- The degree of isolation from emergency services support (both in terms of distance and response time)

2.5 Collaborative/Cluster Visits

Schools/services working in collaboration may involve children/young people from primary, special, pupil referral units, secondary schools or services taking part in the same learning experience. Each school involved in the visit must submit a visit application on EVOLVE and ensure the 'Joint Visit' section is completed on the application. The risk assessments for the activity can be jointly shared with all schools involved. Further guidance on collaborative visits found in Appendix 14 which is located in the Resources section of EVOLVE.

2.6 Operational Arrangements of Internal Lancashire County Council Services

All staff in the below services should refer to their service specific documents for further details on their relevant approval arrangements:

- Appendix 12 for Children Residential Services.
- Appendix 13 for Child and Youth Justice Service
- Appendix 15 for Leaving Care Service

3. Supervision

Effective supervision is about fulfilling your duty of care. School staff should ensure that young people are supervised effectively.
When planning supervision, they should consider:

- The planned learning outcomes or benefits of the activity/visit.
- The nature of the activity (including its duration).
- The location and environment in which the activity is to take place.
- The age, maturity and gender of the young people to be supervised.
- The attitudes and behaviours of the young people (including their medical, emotional and educational or additional needs).
- Staff competence and experience.

Any supervision plan should reflect the group's uniqueness. It is, therefore, important that when planning a repeat or on-going series of activities, the previous plan (no matter how well it worked) is reviewed to ensure that it meets the current group's needs.

Higher levels of responsibility will normally be assigned to teachers/young people's workers than to volunteers, and a higher standard of care is expected of them.

3.1 Ratios

The staffing required to run the visit safely needs to be identified through the risk assessment process (Form 5) rather than a simple numerical calculation of ratios.
It is important to have a high enough ratio of adult supervisors to children/young people for any visit.
The factors to take into consideration include:

- Gender, age and ability of the group.
- The nature of the activities to be undertaken.
- Duration and nature of the journey.
- Competencies of individual staff and volunteers.
- Competence and behaviour of children/young people.
- Any disabilities, special educational or medical needs.
- Experience of adults in off-site supervision.
- Type of any accommodation.
- Ability to respond to emergencies, including first aid cover.
- The requirements of the organisation/location to be visited.

3.1.1 Minimum Ratios Acceptable on Any Visit

Pre-school/ Reception/ Foundation:Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that all children are adequately supervised and decide how to deploy staff to ensure that children's needs are met.

Years 1 to 3:
1 adult for every 6 children.

Years 4 to 6:
1 adult for every 10 children.

Years 7 and above:
1 adult for the first 10 children/young people and then one additional adult for every 20 students, or part thereof.

For high-risk activities, residential visits and any visit abroad it is strongly recommended that the ratio should never be less than 1:10

Post 16 years:
The risk assessment process should decide the ratios, considering the activity to be undertaken and the age and maturity of the students.

- **Residential visits and any visit abroad**. It is strongly recommended that the ratio should never be less than 1:10.
- **Visits to remote areas or involving hazardous activities**. The risks may be greater and supervision levels should be set accordingly.
- **Normal practice is that there are a minimum of two competent adults accompanying any visit or activity**. For schools, one must be a teacher. For the Children, Families and Wellbeing Service (CFW) one must be a young people's worker/children's centre worker. In the case of children's residential establishments for Type B visits, this should never be less than two Residential Child Care Workers.
- **An exception to a teacher always accompanying a group would be for Type A small group visits, such as intervention activities**. This is common practice in pupil referral units and special schools. Visits such as these may be led by experienced and competent school staff but must be under the supervision and direction of a qualified teacher.

3.2 Related Adults and Children

For any educational off-site visit involving accompanying adults with recognised close relationships, the submitted risk assessment should address how an injury or illness to one of these individuals could affect the visit.

3.2.1 Discounting Accompanying Adults from the Ratio

- School staff/school volunteers who are accompanied by a related adult or child must be excluded from the adult:pupil ratio and should not be the Visit Leader.
- Only one related adult needs to be excluded from the ratios, regardless of the number of related supervising adults.

3.2.2 Visit Leader Considerations

- If the Visit Leader is accompanied by their own child or related adult, an experienced assistant leader should be ready to take over in emergencies.

3.2.3 Accompanying Adults

- "Accompanying Adults" are defined in this policy and guidelines as school staff, workers, teachers, teaching assistants, parent volunteers, and adult volunteers, which may include related adults or close family members.
- If you have related adults or adults with a close relationship on your visit, this must be evaluated in the risk assessment process, considering the impact of involving related adults. Examples could include married staff members or a teacher and their parent both attending.

3.2.4 Qualified Staff

- Qualified staff with close relationships must be considered early in planning, as removal of these adults from their role will impact the continuation of the visit. This is particularly relevant for outdoor adventurous activities and Duke of Edinburgh expeditions.

Staffing in these contexts should be considered early in the planning phase and when identifying staff for accreditation to lead activities.

3.3 Important Notes for Supervision

- Mixed groups. There should be adults from each gender. In circumstances where this is not possible, it should be explicit in the risk assessment as to how the issue will be addressed and parents/carers should be informed of the measures taken.
- Additional children/young people. Schools are advised not to offer places to pupils from other schools, including former pupils.

3.4 Consumption of Alcohol on Residential Visits

Staff participating in educational off-site visits of any kind are potentially on duty and may be required to assume responsibility at any time of the day and night. Therefore, Lancashire County Council's guidance for school staff involved in educational visits is to abstain from consuming alcohol.

If a governing body wishes to allow some alcohol consumption by school staff. They should clearly state whether they allow staff to take some 'free time' during longer-term residential visits, during which they may consider it acceptable for staff to consume alcohol.

Staff regarded as 'on duty' must understand that they are not permitted to consume alcohol during this time since they have a duty of care to pupils on the visit and may be required to make professional decisions or actions.

Schools should also be mindful of ensuring an appropriate number of staff remain 'on duty' to supervise the pupils on the visit.

The Risk Assessment must consider 'staff drinking alcohol' as part of the visit planning and ensure that the ratios are maintained.

3.5 Safeguarding

All additional adults accompanying a visit must undergo appropriate DBS checks. This includes UK hosting families as part of homestays on exchange visits (Appendix 9). Further guidance can be found in Appendices 2 and 4 in the Resources section on EVOLVE. If the school considers the activity does not require a DBS check to be undertaken for additional adults, measures must be taken to ensure that the individual does not have unsupervised contact with the children or young people.

3.6 Remote Supervision/Unaccompanied Activities

Remote supervision (as opposed to direct or close supervision) usually occurs when, as part of planned activities, a group works away from the supervising staff but is subject to stated controls. Staff, even though not physically present, remain fully responsible for the safe management of the young people and this is a reasonable practice based on a rigorous assessment of risk.
This preparation may include involving them in a simple risk assessment exercise such as:

- What could prevent us from all arriving back at the coach on time?
- What do we need to do to ensure that we all arrive at the coach on time?

All participants (both young people and staff) should be sufficiently and appropriately prepared for the task/activity being undertaken and their performance regularly monitored when using remote supervision as a group management strategy. There should be fully informed consent obtained from the parents/carers, and clear expectations understood by all.

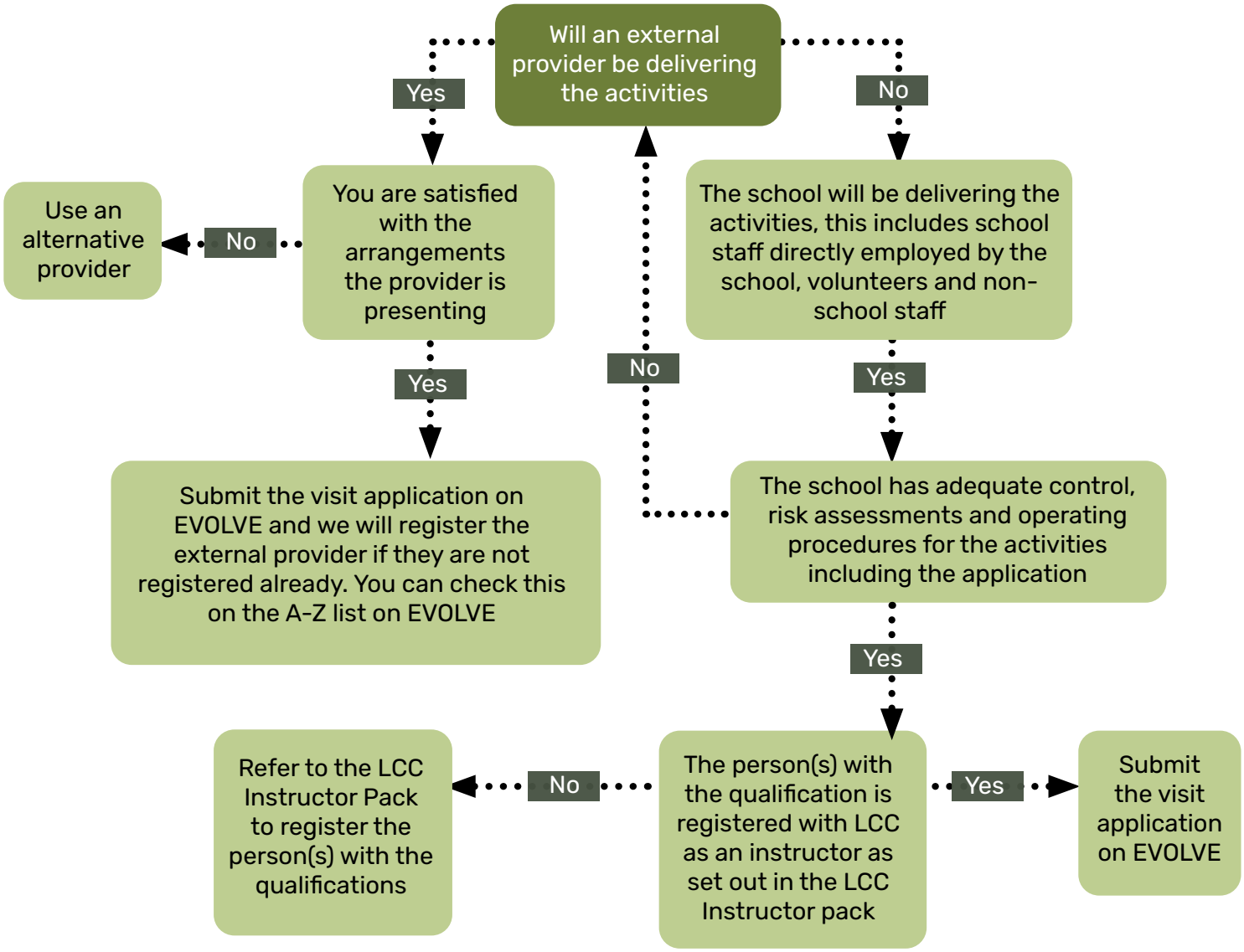
Examples of type of visit where remote supervision takes place include:

- Theme parks.
- Gift shopping on city breaks.
- Duke of Edinburgh Expeditions.
- Town/village studies.
- Orienteering events.
- Foreign exchange visits.

Stated controls identified by the risk assessment may include:

- Establishing effective lines of communication which allow any necessary required assistance to be rendered in a timely manner.
- Identifying a meeting point constantly staffed (often on a rota system).
- Regular ‘check-ins’ by young people.
- Staff visibly patrolling the venue.
- Buddy systems. (It is suggested that groups are at a minimum of three.)

4. Self-led Adventurous Activities and Duke of Edinburgh Award Scheme



4.1 Registered Instructor

This is an activity instructor commissioned by the school. They are the person with the qualification, skill and experience to lead the adventurous activity. They could be a volunteer, member of staff, or an adult not connected to the school.

The school deploying the registered instructor takes responsibility for the procedures and organisation relating to the adventurous activity in conjunction with the registered activity instructor. This process is supported by the Educational Off-Site Visits Service.

Before an instructor leads any adventurous activity, and in order for them to be registered with Lancashire County Council a completed Form 6 'Application to Deliver Outdoor Adventurous Activities', instructor logbook, and evidence of appropriate first aid qualifications need to be submitted to the LA. The Educational Off-Site Visits Service must have evidence that the following safety measures are in place:

- The activity instructor has the necessary training, insurance cover and safety qualifications, as described in LCC's Instructor Pack.
- The registered activity instructor has completed and shared with you a risk assessment specific to your activity.

Staff must be approved and registered by the County Council prior to leading or instructing their own groups in Adventurous Activities.

Applicants are required to hold the relevant National Governing Body Award qualifications or have site-specific approval for those activities (assessed by a Technical Adviser). Further guidance can be found in the Instructor Pack which is located on EVOLVE in the Resources section.

4.2 Duke of Edinburgh's Award Scheme

Additional information regarding qualifications specific to activities is provided in the Instructor Pack. This is located in the Resources section of EVOLVE for schools involved in this programme.

4.2.1 Operational Ratio for School Led Duke of Edinburgh Expeditions

- For Hillwalking activities groups must be supervised at a ratio of 1:7 (adult: pupil).
- An LCC registered instructor with Lowland Leader or equivalent can oversee up to 14 students with the assistance of 1 directed adult in 2 groups of 7.
- In Bronze or Silver terrain an LCC registered instructor with Mountain Leader qualifications can oversee up to 21 students with the assistance of 2 directed adults in 3 groups of 7.
- For wild country expeditions (typically gold terrain) an LCC registered instructor with Mountain Leader qualifications can oversee up to 14 students with the assistance of 1 directed adult in 2 groups of 7.

- There are instances where variation to this may occur. For example, 33 participants would need 3 registered instructors but not necessarily more than 2 assisting adults (i.e. 1+1:14, 1+1:14 and 1:5).

As with all educational off-site experiences the staffing required to run the visit safely needs to be identified through the risk assessment process, rather than a simple numerical calculation of ratios. It is important to have a high enough ratio of adult supervisors to young people for any visit. If you need any further guidance, it is important you contact the Educational Off-Site Visits Service during the planning stages of your D of E visit.

4.2.2 Duke of Edinburgh Approved Activity Providers and Other External Providers or Instructors

Where specialist staff (such as those from an external D of E provider) are responsible for the technical aspects of the experience, school staff maintain overall duty of care for the pupils and clarity of roles and responsibilities in such situations is essential.

For these activities, the school is providing experiences that it believes to be a necessary aspect of school life and 'assumes the duty' to provide such experiences, albeit optional, as part of the D of E experience. School staff cannot delegate their duty of care to their own pupils to a third party. On all visits the following should be adhered to:

- Normal practice is that a minimum of two competent adults must accompany any visit, one of whom must be a teacher.
- It is strongly recommended that the ratio should never be less than 1:10.
- When using outside providers consideration must be given to overnight supervision. Some providers may only supply instructors during the day so the risk assessment should address issues such as appropriate first aid cover, group management in a campsite setting, use of trangias/stoves, etc.
- Do not enter third party adults on to the EVOLVE form, only school staff and school associated volunteers should be added to the EVOLVE form.

4.3 Establishment Led Walks

There are three pathways to being recognised as competent to lead a walk:
- Hold a nationally recognised qualification.
- Hold a Statement of Competence (SOC) and
- Lead a walk in an area not requiring a qualification or Statement of Competence.

In addition to the above, all walk leaders will need to hold a suitable first aid qualification.

4.3.1 A Nationally Recognised Award

In the first instance please refer to the Instructor Pack in the resources section of the EVOLVE site. This document also provides links to the relevant awarding body for qualifications.

4.3.2 Requirements of a Statement of Competence

- Undertaken by a qualified Technical Expert/Adviser (as defined by Adventurous Activities Licensing Authority AALA).
- Define permitted activity including - locations, conditions, and restrictions.
- Outline candidates experience and currency in activity.
- State the syllabus of assessment criteria.
- Cover a period limited to 1 year before reassessment.
- Hold a current Outdoor First Aid qualification.

4.3.3 Criteria for Walks Permitted to Be Led by an Individual Without Qualification or SOC

- Leaders must be familiar with the chosen route and have conducted a pre-visit inspection.
- The terrain underfoot must be of a well-maintained surface, where it would be possible to access with a buggy or wheelchair (e.g. forest roads, canal towpaths).
- The route is well defined and/or waymarked with no navigational or map skills required.
- The route has no possible deviations leading to complex or consequential terrain.
- Access to a public road within 5-minute brisk walk (approx. 500m) is maintained throughout the route.
- The walk must not be conducted in adverse/unfavourable weather conditions.

Sufficient information must be submitted to the Educational Off-Site Visits Service to demonstrate adequate planning and risk assessment for the proposed visit.
The ability to assess the planned walks regarding the above criteria falls to the school/leaders and is considered indicative of an appropriate understanding of the planned activity.

By meeting the above criteria, this does not imply any walk is suitable for any/all participants, nor does it indicate that other measures are not necessary to enable the activity to take place.

4.4 Visits That Require Outdoor First Aid Qualifications

Where school staff are leading the activities, the Educational Off-site Visits Policy and Guidelines requires them to provide evidence of an appropriate current first aid qualification.

Types of visits where Outdoor First Aid cover will be required include: Geography field trips involved in data collection in rural or remote settings (often involving water); Duke of Edinburgh Award expeditions and establishment led walks (dependent on environment).

For visits operating in rural and remote settings. There are two available courses outlined below:

- The one-day course will ensure delegates have the basic knowledge and expertise as a first aider in remote outdoor conditions. This course is designed for people who are involved in outdoor activities or work in rural locations. It will provide delegates with the skills and knowledge to respond to a range of emergency situations and will enable
- individuals to lead some activities such Geography GCSE data collection in rural settings and assist walking leaders, climbing instructors, Duke of Edinburgh expedition qualified staff and ski instructors.
- The two-day course will ensure delegates have the knowledge and expertise as a first aider in remote outdoor conditions. This course is suitable for delegates such as walking leaders, climbing instructors, Duke of Edinburgh expedition qualified staff, ski instructors.

The main difference between the one day and the two-day course is the focus of the one-day course on treating life-threatening emergencies, whilst the two-day course enables greater depth and includes time spent on longer term incident management.

4.4.1 One Day Emergency Outdoor First Aid Course (Level 3)

This one-day emergency outdoor first aid qualification is designed for people who are involved in outdoor activities or work in rural locations.
The course covers a wide range of first aid emergencies, enabling all participants to deal with emergency situations with confidence in a prompt, safe and effective way, particularly where professional medical help is not immediately available.

It will provide learners with the skills and knowledge to respond to a range of outdoor emergency situations including summoning assistance, responding to changes in vital signs, administering CPR and blood loss. The qualification meets the requirements of the Institute for Outdoor Learning Band 2 training.

4.4.2 Two Day Outdoor First Aid Course (Level 3)

If your assessment of First Aid needs highlights the need for qualified First Aiders in outdoor activity, then this Level 3 qualification will provide you with suitable and highly trained personnel.

This comprehensive two-day course covers a wide range of First Aid emergencies, enabling all participants to deal with outdoor emergency situations with confidence in a prompt, safe and effective way, particularly where professional medical help is not immediately available.

This course fulfils the requirements of the First Aid element of the expedition syllabus, and it is suitable for the Bronze, Silver and Gold Duke of Edinburgh awards.

Schools can use any outdoor first aid provider they wish as Lancashire County Council does not have an approved provider for this training. An internet search will bring up a list of providers, however if you prefer, please see below a list of providers we have identified.
Please note that while we may have general experience of these organisations, we have not carried out any quality assurance processes on their outdoor first aid course provision. Please ensure that you are satisfied with the content and course offer before arranging courses for school staff.

- Lakes First Aid
- First Response First Aid Ltd.
- First Aid Cumbria
- BASP UK

5. Working with Providers of Activities

5.1 Using an External Provider

When planning an off-site visit or activity, it's essential to thoroughly research the venue's suitability and ensure that the facilities and third-party provisions meet your group's needs and expectations. This is a key aspect of risk-benefit management and is critical for determining how to effectively supervise the young people.

Using an external provider to deliver an aspect of your visit. If you are using an external provider or instructor for an activity the duty of care throughout must always be maintained by the school/service. The school/service also retain the responsibility for: Travel to and from the Centre (Appendix 5).

- The downtime/evening programme.
- Overnight supervision and
- Supervision at mealtimes.

5.2 Provider or Venue?

A provider is any third-party individual or organisation contracted to organise and/or deliver all or part of a visit or activity, and/or supervise participants.

A venue is a place or location where the visit or part of the visit takes place. Examples include public transport providers, museums and galleries, theme parks, and theatres.
Regardless of the provider or venue the school remains responsible for the safety and welfare of the participants.

Good communication with any external provider is essential to ensure the visit meets expectations and runs smoothly.

5.3 Registered Centres and Providers

- The organisation or company that makes the adventurous activity available is an external activity provider. The registered provider has responsibility for the procedures and organisation relating to the adventurous activity.
- To become registered, the provider must complete a Form 7 'Registration of Centres and Providers'. This enables them to make a considered judgement on staff competences and a submit a signed declaration to the LA. As part of this process, the provider will also evidence sufficient and current Public Liability insurance cover to the LA.
- If your school participates in an educational visit offering in-scope activities, the venue provider must hold an AALA Licence. Principally local authority outdoor centres and those run by commercial companies and charities for young people of school age must hold the Licence.

5.3.1 Centres and Providers of Activities

- Where schools use an outdoor activity provider with a current **Adventurous Activities Licensing Service (AALS) licence**, they can be assured that staff delivering activities will be appropriately managed and qualified.
- **Current Registered Centres and providers of activities** are held by Lancashire County Council. This includes all Lancashire Outdoor Education Centres. The list is posted in the Resources section on EVOLVE and all centres/providers are re-registered every two years. Activities at all registered centres/providers have been fully risk assessed by the centre.
- **Public Liability Insurance**. All centres/ providers are required to have adequate insurance cover. This is checked annually by Lancashire County Council to ensure all registered centres/providers on our list have current valid insurance (Appendix 8).
- **Provider Risk Assessments**. If it is proposed to undertake activities at a registered centre/ provider, it will not be necessary to carry out a risk assessment in relation to the activities undertaken at the centre/provider subject to:
  - Centre staff being responsible for leading the activities
  - The activity forming part of the centre's/provider's registration
  - Compliance with all terms, conditions and requirements as notified by the centre/ provider in its booking and contract documentation, and with any directions given by the centre staff

- **Duty of care.** The duty of care throughout an educational off-site visit is always maintained by the school/service.
- **Ensure that the accompanying risk assessment (Form 5)** covers the transport arrangements, non-provider led programmed activities, downtime and information on behaviour management and group needs.
- **Using a centre/provider which is not yet registered with Lancashire County Council**. If it is proposed to use a centre and/or provider not registered with Lancashire County Council, the school must contact the Educational Off-Site Visits Service early in the planning stage to enable the registration process to be initiated. Lancashire County Council will send a Form 7 to the new centre/provider. This must be completed and submitted to the Educational Off-Site Visits Service. Centres and providers offering 'in scope' activities (AALS) must be licensed.

5.3.2 Important Notes for Using External Providers and Venues

- Consider making a preliminary visit. It is useful for the visit leader to take pictures on a pre-visit, as photographs can be a great aid to briefing both colleagues and the participants. Where a pre-visit is not reasonably practicable, the visit leader should.
  Consider how to gather sufficient information to make an adequate assessment of the venue, facilities, or provider.
- When a provider is used, ensure that there is a clear contract/ agreement in place about what they are responsible for (supervision/activities). This must be clearly established for each stage of the day.
- Providers are not responsible for producing a risk-benefit assessment for individual visiting groups. This is the responsibility of school/services and the visit leader who will know the needs of their group.
- It is useful for the visit leader to be provided with information from the provider that helps the visit leadership team to make best use of the facilities or venue, and to plan appropriate supervision for their group.
- Any equipment or resources provided by the centre/provider must be used in accordance with any instructions given.
- Lancashire Outdoor Education (LOE) members of staff or any other provider staff cannot be included in the staffing minimum ratios for an educational visit.

6. Emergency Procedures

6.1 Developing Your Off-Site Visits Emergency Procedures

The visit plan should be comprehensive and clearly provide the roles and responsibilities of all visit staff and volunteers in the management of an emergency. At given triggers, it is a pre-planned response that is fully understood by all.

When developing your plan, it is good practice to do the following:
- Staff training - this should happen in the initial stages and again once the plan is complete.
- Identify key staff - it is important to ensure that the staff selected for specific roles are competent for the demanding roles.
- Plan Actions - the Emergency Base Contact and designated senior members of staff must be aware of their important roles.

In the event of emergency, the Visit Leader should refer to Form 10 'Emergency Action Plan'. They must inform the Emergency Base Contact. Having been informed by the Visit Leader that an incident, accident or emergency has occurred and that the emergency procedures are in operation, the Emergency Base Contact should refer to Form 9 'Base Contact Checklist' and inform one of the two designated senior members of staff.

The senior members of staff should alert the Manager, and for major incidents the Lancashire Emergency Duty Team (Appendix 6), giving details of the critical incident.
The Manager or County Council Officers may identify further actions or help required e.g. media communication, alternative and additional telephone lines, emergency feeding, transport and further support from the Authority (as identified).

6.2 Contact Lists

Keep up-to-date lists of contact telephone numbers and addresses securely, but readily accessible, in more than one place and keep them in hard copy as well as electronically.
A copy of the list should be kept at school and at least one copy should be taken on the visit. This is not a breach of GDPR regulations.

These must include contact details (including next of kin) of members of staff who have specific functions within the plan, as well as of parental/carer contacts. Staff need to be aware of where the lists are kept, and an identified member of staff should be specifically responsible for keeping the lists up to date and ensuring any changes are made to all copies.

6.2.1 Outside Organisations

Consider whether there are outside organisations/agencies which you may need to contact (e.g. insurance, legal advice, counselling, corporate communications to support the emergency response) and include these contact numbers on your list. Contact details on these services can be found in Appendix 6 which is located in the Resources section of EVOLVE.

6.2.2 Communication Issues

Consider the possibility that you will need alternative/additional telephone lines during an emergency. An alternative to the main school land line should be available to ensure on- going communication is possible.

6.3 Responsibilities of the Emergency Base Contact

It is strongly recommended that training be provided for any member of staff who may act as the Base Contact during a visit. This is a challenging role requiring specific competencies.

The Emergency Base Contact must not accompany the visit.
The Emergency Base Contact must:

- Make arrangements to be accessible throughout the duration of the visit.
- Ensure compliance with the emergency procedures (Section 2.3.2).
- Clearly understand the 'visit closed procedure' (Section 2.3.3).

6.3.1 Reviewing the Emergency Plan

Once the plan is operational, the Visit Leader and the Emergency Base Contact need to regularly review and update its details.
The purpose is to ensure that staff move automatically into emergency mode when an incident occurs.

6.4 Important Notes Regarding the Media

Corporate Communications Team must be contacted as soon as possible (Appendix 6). All media requests should be directed to this team. Visit Leaders, accompanying adults or any group members must not discuss any matter relating to an incident, accident or emergency with the media until contact has been made with Emergency Base Contact.

Under no circumstances should the name of any casualty be divulged to the media. For the planned telephone communications to remain effective, it is essential these telephone numbers are not made available to parents/carers who will over-burden and compromise the system.

7. Duties and Responsibilities

7.1 Responsibilities of the 'Management' (i.e. the Governing Body, Leadership Team for Lancashire County Council Internal Services)

The 'Management' must have a written policy for the effective and safe management of educational off-site visits.
This policy should include:

- The adoption of procedures for the management of educational off-site visits, consistent with Lancashire County Council's requirements.
- The nomination of the Headteacher or senior member of staff to undertake the duties listed in Section 7.2.
- A requirement that all educational off-site visits have specific stated objectives which are appropriate for the participants.
- Clear approval arrangements for educational off-site visits. This may allow for approval by Headteacher/Manager/Educational Visits Co-ordinator (EVC).
- A charging and remissions policy (Schools only).
- To ensure that under the school's duty of care, a clear decision by the Governing Body on the consumption of alcohol by any person during the visit.
- To ensure that smoking does not take place (including electronic cigarettes).
- Procedures for responding to a critical incident/emergency, consistent with Lancashire County Council's requirements (in Section 6 of this policy and Appendix 3).
- To ensure that there are arrangements for the monitoring and evaluation procedures of visits/activities and compliance with Lancashire County Council's procedures.

Within schools, the Governing Body may wish to nominate a governor, preferably with relevant experience in this area, to assist the Headteacher or EVC in monitoring the school's procedures.

7.2 Responsibilities of the 'Manager' (Headteacher Manager/EVC)

The 'Manager' is responsible for ensuring that all activities are properly planned and appropriately supervised, and that Lancashire County Council's policies are implemented. The Manager is also responsible for ensuring compliance with the Management's operational procedures.

Managers, with the approval of the management, may delegate some or all of their tasks and functions to a senior member of staff, nominated as the EVC. This person should ideally have experience as a Visit Leader over a number of years, and experience of participating in the range of different types of visits organised by the school/service.

The 'Manager' (Headteacher/Manager/EVC) retains the overall responsibility for the following:

- Ensuring that the planning of visits complies with the County Council's Educational Off-Site Visits Policy and Guidelines and with the Management's operational procedures.
- Providing a varied programme of opportunities which are structured and progressive.
- Ensuring that the risk assessments (Form 5) are undertaken by the Visit Leader. The risk assessment should identify any children/young people with cultural requirements, disabilities, special educational or medical needs and, so far as possible, ensure these needs will be met (Appendix 11).
- If there is any swimming during the activity, this must be specifically addressed in the risk assessment and will require the presence of a qualified lifesaver (Appendix 10).
- Ensuring that visits are planned in such a way as to always provide adequate supervision. In the case of a residential visit, this will mean that supervision is managed by the school/service 24 hours a day
- Making sufficient time and resources available for the EVC to arrange induction and training of staff and accompanying adults. This should include opportunities for staff to develop competence in dynamic risk management by assisting more experienced colleagues on a range of educational visits and by attending relevant training courses.
- The EVC should support the Headteacher/Manager in verifying the competence and suitability of the Visit Leader and accompanying adults, taking account of the planned arrangements for the visit and the number and nature of the group involved. The personal qualities of the individuals concerned are equally as important as any formal qualifications.
- Ensuring that appropriate Disclosure Barring Service (DBS) checks and safeguarding requirements are fulfilled (Appendix 2 and 4).
- The EVC should be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment.
- The EVC must ensure that policy is implemented for educational off-site visits, and that updates are shared with staff. All staff should know where to access the latest Educational Off-Site Visits Policy and Guidelines on the EVOLVE system.
- Ensuring that the EVC/Visit Leader is allowed sufficient time to organise the visit.
- Ensuring that transport arrangements are appropriate and that risk assessments also take account of traffic hazards where the visit involves crossing roads (Appendix 5).
- Organising and monitoring the induction and ongoing training of Visit Leaders and accompanying adults to ensure that proper support systems are in place to cope with incidents, emergencies and critical incidents (Section 6).

- Organising emergency planning for educational off-site visits and ensuring that Emergency Base Contact arrangements are made (Forms 9 and 10).
- The Emergency Base Contact must not accompany the educational off-site visit (Section 6.3).
- Ensure that a senior member of staff on the visit is nominated to co- ordinate any child protection duties (Appendix 2).
- Monitoring visits, including accident and near miss reporting, and review visit arrangements and outcomes. This evaluation will inform future visits and staff training needs (Section 2.3.4).
- Ensuring the Post Visit Evaluation is completed and submitted as required (Section 2.3.4).

7.3 Responsibilities of the Visit Leader

7.3.1 Competence to Lead

The competence of the visit leader is the single most important contributory factor in the safety of participants. The EVC and/or Head of Establishment must therefore consider the following when assessing the competence of a member of staff to lead a visit:

- What experience has the visit leader in leading or accompanying similar or other visits? (check 'Staff History' on EVOLVE).
- Is the visit leader competent in planning and managing visits?
- What are the visit leader's reasons for undertaking the visit?
- Is the visit leader an employee of the school?
- Does the visit leader have the ability to manage the pastoral welfare of participants?
- Is the visit leader a decision maker?
- What experience has the visit leader of the participants he/she intends to supervise?
- What experience has the visit leader of the environment and geographical area chosen?
- Does the visit leader possess the appropriate qualifications?
- Is the visit leader aware of all relevant guidelines and able to act on these?

Further guidance for visit leaders on planning and organising a visit can be found on Form 2 'Visit Leader's Checklist' which is available under the Resource section of EVOLVE.
The Visit Leader must recognise that whilst leading the visit s/he is in effect representing the Management. The Visit Leader must:

- Obtain the Manager's approval for the visit/activity, according to Lancashire County Council's and the establishment's procedures.
- Ensure that that the ratio of staff to children/young people is appropriate for the environment/activities and needs of the group.
- Ensure that adequate arrangements are implemented for the safety and well-being of all participants, including accompanying adults, whilst on the visit. In respect of residential visits, adequate supervision must be provided 24 hours a day.
- Ensure the overall maintenance of good order and discipline during the visit.
- Ensure compliance with the emergency procedures (as set out in Section 6) and ensure that all accompanying staff are familiar with this procedure.

- Ensure that all members of staff and accompanying adults are fully briefed as to their roles and responsibilities.
- Ensure that group leaders are appointed with proper regard to their experience and competence to undertake the tasks assigned to them.
- Undertake the completion of the risk assessment (Form 5).
- The risk assessment should:
- Identify young people with cultural requirements, disabilities, special educational or medical needs.
- Identify and record significant hazards and the safety measures required to reduce risk to tolerable level.
- Make known to parents/carers, the Manager/Management the level of residual risk that needs to be managed.
- If there is any swimming during the activity, this must be specifically addressed in the risk assessment and will require the presence of a qualified lifesaver (Appendix 10).
- Ensure that parents/carers are fully briefed about the arrangements for the visit. This includes Plan B. Ensure that a signed parental/carer consent form has been obtained, together with all the relevant medical information for all young people participating in the educational off-site visit (Form 3, Form 3A, Form 3B or Form 3C).
- Seek appropriate assurances from the provider/centre and ensure that there is a clear contract/agreement in place about who responds to what.
- In respect of all visits organised by Children, Family and Wellbeing Service the Visit Leader must contact the Emergency Base Contact to confirm staff and young people numbers before any visit can commence.
- Support the completion of the Post Visit Evaluation on EVOLVE.

7.4 Responsibilities When Arranging Transport

Further guidance is found in Appendix 5 which is located in the Resources section on EVOLVE.

7.4.1 Minibuses

- Any member of staff or volunteer driving a minibus must hold a Category D1 entitlement on their driving licence.
- Schools offering transport for 'hire and reward' need an operator's licence. Section 19 permits are an exemption from operators licensing for 'Not for Profit' organisations. Details about the section 19 permit application process are outlined on appendix 5
- All seats must be forward-facing and fitted with seat belts.
- Trailer use must comply with national licence requirements.
- Where a trailer is in use the rear door over the tow bar will not be accepted as an emergency exit and an alternative emergency exit must be available.
- Vehicles with all age seat belts are recommended.

7.4.2 Bus/Coach Hire

- The operator must hold a PSV Operator's licence, appropriate to the type of vehicle and/ or nature of the journey being undertaken.
- The vehicle must display the operator's license disc in the front window of the vehicle.
- Every passenger must have their own seat. All coach seats must be fitted with seat belts.

7.4.3 Children/Young People Being Transported by Staff/Accompanying Adults or Young People in Their Own Vehicle

- Drivers must hold a current valid driving licence (Form 8A).
- It must be confirmed that there is appropriate insurance cover for the driver's use of the vehicle.
- Parents/carers must have consented to their child/ren being transported in this way (Form 8B).
- Vehicles must be fitted with seatbelts, which must be used.
- Booster seats (as appropriate) must be used as required by law.
- If the driver is unsupervised this is regulated activity and an enhanced DBS certificate with barred list check should be obtained.

Lancashire County Council

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All Initial Enquiries should be made to the Educational Off-site Visits Service.

Tel: **(01772) 532702**

EVOLVE **Website: www.lancashirevisits.org.uk**