



Children's



Endeavour



Trust

Educational Visits

The Children's Endeavour Trust comprises of:

- Abbot's Hall Community Primary School
- Bosmere Community Primary School
- Broke Hall Community Primary School
- Chilton Community Primary School
- Combs Ford Primary School
- Freeman Community Primary School
- Springfield Junior School

Document Control

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1) Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes our schools supportive and effective learning environments. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

2) Application

Any visit that leaves the schools' grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, our schools:

1. Adopt the document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE)
2. Adopt National Guidance www.oeapng.info
3. Use EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities. Type 1 visits are not recorded on Evolve, type 2 and 3 visits are.

All staff are required to plan and execute visits in line with this policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

3) Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

4) Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (as set out in section 2, page 3). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) supports and challenges colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head (unless the Head is also EVC). The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc. Appendix 2 details the EVC's in our schools.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. Individual governors may request 'read-only' access to EVOLVE.

As employer, the Trust Board is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

5) Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

6) Approval

The approval process is as follows for each type of visit:

- Local visits follow the 'Extending learning locality' policy (Appendix 1).
- Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 7 days in advance, and then forwarded to the Head for approval.
- Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the Trust Board (employer) for approval.

7) Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The schools have emergency plan in place to deal with a critical incident during a visit (see Appendix 3). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the Employer and the Local Authority.

8) Educational Visits Checklist (appendix 4)

Our Schools' Educational Visits Checklists form part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

9) Parental Consent

The schools obtain blanket consent at the start of each year for activities that fall within the 'Extended learning locality.'

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information is made available to parents so that consent is given on a 'fully informed' basis.

10) Inclusion

We comply with the Equality Act 2010 in terms of ensuring access for pupils to trips and visits.

11) Transport

On occasions we will use hired self drive minibuses. Our drivers have passed a test from local provider Norse and complete pre-use checks before using the vehicles. We follow National Guidance (appendix 5) for the use of Private cars and also the Local Authority's 'Private Car Form' (appendix 6).

12) Insurance

Our insurance is covered by the Department of Education's Risk Protection Arrangement.

Appendix 1 - Extended Learning Locality

Boundaries

Boundaries The boundaries of the locality are defined by the ability/practicality of a class to walk to the place being visited. i.e. If the visited site can be walked to, then it is deemed to be within the extended learning locality. Teachers are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the Operating Procedure below.

Operating Procedure for Extended Learning Locality

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

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

These are managed by a combination of the following:

- The Head or Deputy must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return (see appendix 7, signing out sheet).
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

Appendix 2 – Educational Visits Co-ordinators (EVCs) at our Schools

School Name	EVC
Abbot's Hall Community Primary School	Rachel Bailey
Bosmere Community Primary School	Tim Mckeon
Broke Hall Community Primary School	Helen Smith
Chilton Community Primary School	Ben Hemmings
Combs Ford Primary School	Sue Tanner
Freeman Community Primary School	Daniel Pettitt
Springfield Junior School	Michael Lynch

Appendix 3 – Emergency Procedure

The schools' emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.
8. For visits that take place outside the 'extended learning locality', the visit leader will carry an Emergency 'Card' (Appendix 8).

Appendix 4 – Educational Visits Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

	In advance of the visit:		
1	Have the intended outcomes of the visit been clearly identified?	<input type="checkbox"/> yes	
2	Is the visit appropriate to the age, ability and aptitude of the group?	<input type="checkbox"/> yes	
3	Has there been suitable progression/preparation for participants prior to the visit?	<input type="checkbox"/> yes	
4	Does the visit comply with any guidelines specific to your Establishment?	<input type="checkbox"/> yes	
5	If a member of staff is going to <u>lead</u> an adventurous activity, have they been 'approved' by the LA?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
6	If using an external provider or tour operator, does the provider hold an LOfC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29)	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
7	Are transport arrangements suitable and satisfactory?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
8	If residential, have appropriate measure been taken to ensure the suitability of accommodation?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
9	If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
10	Has a pre-visit taken place? (normal procedure for most visits within the UK). If not, have appropriate additional checks been made?	<input type="checkbox"/> yes	
11	Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).	<input type="checkbox"/> yes	
12	Have any adult helpers (non employees) been approved by the Head of Establishment as to their suitability?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
13	Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?	<input type="checkbox"/> yes	
14	Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?	<input type="checkbox"/> yes	
15	Are all support staff aware of and comfortable with their roles?	<input type="checkbox"/> yes	
16	Are all helpers aware of and comfortable with their roles?	<input type="checkbox"/> yes	
17	If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties?	<input type="checkbox"/> yes	
18	Is insurance cover adequate?	<input type="checkbox"/> yes	
19	Does at least one member of staff know the participants that are being taken away, including any behavioural traits?	<input type="checkbox"/> yes	
20	Have participants been advised in advance about expectations for their behaviour?	<input type="checkbox"/> yes	

	If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?		
21	Are participants aware of the nature and purpose of the visit?	<input type="checkbox"/> yes	
22	Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained?	<input type="checkbox"/> yes	
23	Have all relevant details been issued?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
24	Are staff aware of any medical needs and/or other relevant details of participants?	<input type="checkbox"/> yes	
25	Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
26	Are staff aware of any relevant medical conditions of other staff/helpers within the group?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
27	Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment?	<input type="checkbox"/> yes	
28	Is a first aid kit (appropriate to the visit) available?	<input type="checkbox"/> yes	
29	Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained?	<input type="checkbox"/> yes	
30	For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card be with the leader, and an Emergency Card be with the designated home contacts?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
31	Are full details of the visit recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)?	<input type="checkbox"/> yes	
32	Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency?	<input type="checkbox"/> yes	
33	Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
34	If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
35	A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
36	Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
37	Does any specialist equipment conform to the standards recommended by responsible agencies?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
38	Have all financial matters been dealt with appropriately?	<input type="checkbox"/> yes	
39	Has the visit been approved by the Head of Establishment and EVC, and in line with policy?	<input type="checkbox"/> yes	

40	If residential, overseas or involving adventurous activities, has the visit been approved by the employer?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
	During the visit		
41	Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours?	<input type="checkbox"/> yes	
42	Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)?	<input type="checkbox"/> yes	
43	Do staff have sufficient funds to allow for any contingencies?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
44	Do staff have any relevant literature, work sheets, clipboards, etc?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
45	Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed?	<input type="checkbox"/> yes	
46	Are participant numbers being checked at appropriate times?	<input type="checkbox"/> yes	
47	Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
48	Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.)	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
49	Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
50	If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
51	Do participants know what action they should take if they become separated from the group?	<input type="checkbox"/> yes	
52	Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?	<input type="checkbox"/> yes	
	At the end of the visit		
53	Are appropriate arrangements in force for the dismissal of participants?	<input type="checkbox"/> yes	
54	Has the Visit Leader reported back to the Educational Visits Coordinator?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
55	Has the group been debriefed and any relevant follow-up work completed?	<input type="checkbox"/> yes	<input type="checkbox"/> n/a
56	Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc?	<input type="checkbox"/> yes	
57	Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?	<input type="checkbox"/> yes	
58	Have all staff and helpers involved in the visit been thanked for their input?	<input type="checkbox"/> yes	

Appendix 5



National
Guidance

Transport in Private Cars

Statistics demonstrate that travelling to an activity can present a greater risk than engaging in the activity and so transporting young people in private cars requires careful consideration. Establishments must follow any guidance from their employer.

Establishments that organise transport in private cars have a legal duty of care, and may be liable in the event of a claim following an incident. They should ensure that:

- If the driver is not an employee, they are engaged as a volunteer (or paid contractor) through the establishment's normal procedures.
- The driver properly understands their duty of care and any agreed responsibilities for supervision.
- Parents are informed about the transport arrangements.
- Evidence is obtained that:
 - The vehicle is safe. This means that it holds a valid MOT certificate, where relevant, that the driver certifies it has been serviced in line with the manufacturer's schedule, and that the driver carries out any pre-use checks specified by the manufacturer.
 - The driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements.
 - There is a valid insurance policy covering the driver and the vehicle for the intended use. This may require that the driver has 'business use' cover.

Tax and MOT status can be checked at www.vehicleenquiry.service.gov.uk.

Driver licence details can be checked at www.gov.uk/check-driving-information if the driver provides a check code (from www.gov.uk/view-driving-licence).

It is advisable for establishments to keep evidence of these checks having been carried out. It is reasonable to obtain information about roadworthiness, driving licences and insurance by asking the driver to complete and sign a form which asks for specific information. The same form can be used to inform the driver (and owner) about what is expected of them, and to make clear that they are using the vehicle at their own risk. Establishments should reserve the right to ask for documents to be produced for monitoring purposes.

Consideration must be given to the potential distraction of the driver and the supervision of the passengers. So a judgement should be made about the likely behaviour and individual needs of the passengers. If any of them may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted or compromised.

Very careful consideration should be given before allowing a driver to be alone with a child or young person, as this could leave both of them vulnerable.

Circumstances where this might be acceptable include the following, when there is no reasonable alternative:

- Where the transport arrangements have been planned based on a risk assessment, which shows that their benefits outweigh the risks. This is more likely to occur in a social work or youth work setting than in a school.
- In an emergency or other unforeseen circumstances where the child or young person would otherwise be at greater risk.

Parents Providing Transport

Sometimes parents are asked to help with transport to a venue. When this happens, establishments should be clear which of the following applies:

- Parents are being asked to volunteer as drivers, as part of the establishment's transport arrangements for the visit. If this is the case then the drivers should be engaged as volunteers and the considerations above should be applied.
- Parents are being asked to organise transport, which may involve some parents providing lifts for children other than their own. If this is the case then the establishment should make clear that it will not be involved in making these arrangements and will not have any responsibility for them.

Where parents are being asked to organise their own transport, the establishment should consider the need for:

- Information from parents about what arrangements have been made.
- Communication with parents, in case of delays or 'no shows'.
- Clear handover of supervision from and to parents at the venue, depending upon the age of the children and other relevant factors.
- The provision by the establishment of transport for any children whose parents are unable to make such arrangements.

Young People Driving

Young and inexperienced drivers are more likely to be involved in accidents. This should be taken into account in employers' or establishments' policies about who is allowed to drive.

Where parents are being asked to organise transport for young people who may be offered lifts by young friends, establishments may wish to advise parents to consider this carefully before allowing it.

Where an establishment, such as a sixth form, a college or a youth service, works with young people over the age of 17, it is likely that some young people will want to drive each other to venues, whether the establishment has organised transport or not. Establishments should have policies which deal with this situation.

Further Information

- 4.5a "Transport General Considerations"
- 4.5b "Transport in Minibuses"
- 4.5d "Seat Belts and Child Restraints"
- 4.5e "Hiring a Coach"

Appendix 6: Private Car Form

Use of a private car to transport young people

1	To: The Head of _____ Establishment
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I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

2	Signed: _____ Print name: _____
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3	Address: _____ _____ _____ _____
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4	Date: _____
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The school reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

	Insurance cover required
For teachers, youth workers, or other LA employees	<i>'Use by the Policyholder in connection with the business of the Policyholder'</i>
For parents and other volunteers	<i>'Use for social, domestic and pleasure purposes'</i>

Appendix 7

Signing- out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues (eg pupil medical/behavioural needs)	

Keep a record of this sheet.

Appendix 8: Emergency Card

(adapted from OEAP National Guidance 2020)

Visit Leader	
Assistant Leader	
Establishment Emergency Contact	
Establishment – alternative numbers	
Employer Emergency Contact	
Employer – alternative numbers	
Emergency Services in UK	999 or 112 <i>You can text 999 if you have previously registered to do this</i>
Emergency Services in countries to be visited <i>(in some countries there are different numbers for different emergency services)</i>	
Foreign Office Consular Assistance	+44 20 7008 1500
Travel Insurance Emergency Assistance	
Other useful numbers	

Emergency Procedures

The sequence of actions depends upon the nature of the emergency.

Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity.
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
5. Call relevant emergency services if necessary (see phone numbers below).
6. Carry out first aid to the best of your abilities.

First Aid

The aims of first aid are to

1. Preserve life:
 - a. Casualties need to be able to breath – if they are unconscious put them into a safe airway position.
 - b. Try to find and stop any serious external bleeding.

2. Prevent the condition worsening:
 - a. Protect the casualty from the environment - keep them warm and dry.
 - b. Monitor their condition.
3. Promote recovery:
 - a. Talk to them, reassure them, hold their hand, provide emotional support.

Urgent Action

Take stock and plan, delegating where possible.

Call your establishment's Emergency Contact (or if unavailable, your employer's Emergency Contact) if any of the following apply (see phone numbers below):

- You need support;
- The emergency services are involved;
- The incident is serious;
- The press/media are involved.

They could need the following information:

- Who you are, which establishment you are from and what your role is within the group;
- The number you can be called back on;
- The nature of the emergency and details of the incident;
- What help you need;
- Whether the emergency services are involved;
- How many casualties there are and their status;
- The number of people in your party;
- Your location, and whether you plan to move.

Liaise with, and take advice from, the emergency services if they are involved.

Address the urgent needs of the group:

- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g. shelter, food and drink, transport;
- Emotional needs, e.g. remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion.

Control communications - prevent group members from using phones or social media unsupervised or until approval is given.

Start a written log of actions taken and conversations held, with times.

Further Actions and Follow-Up

Take stock again and re-plan the next phase – what have you forgotten?

Deal with any casualties who are in the care of the emergency services:

- Accompany them to hospital;
- Keep track of who is where.

Consider the needs of yourself and fellow leaders – are you/they coping?

Liaise with your establishment or employer – hand over what you can to them, to reduce the stress on you.

Continue the written log with all details of the incident of the actions taken, including names and contact details of any witnesses.

Address the further needs of the group, for example:

- Toilets, washing facilities, clean/dry clothes;
- Transport;
- Accommodation;
- Contact with home.

Refer all media, parental or other enquiries to your establishment or employer.

Contact relevant agencies as necessary (via your establishment/employer if possible), for example:

- Tour operator/travel company/activity provider/accommodation provider;
- Travel insurance emergency assistance;
- Social services;
- Consular Assistance Team (if overseas).

See numbers below.