



## **STOCKPORT GRAMMAR SCHOOL (including Early Years Foundation Stage)**

### **SCHOOL TRIPS**

(Reviewed by Governors 07.12.2021)

The School wishes to encourage the widest range of activities for pupils and seeks the support of the staff in running trips for pupils either in Great Britain or overseas. It recognises, however, that trips away from school do involve additional risks, and that the planning and organisation of such trips requires considerable effort on the part of the Trip Leader in order to ensure the safety of pupils.

This policy statement is, therefore, seen as a way of helping staff to satisfy the above objective.

A school trip is defined as an activity, either educational or otherwise, which takes place off school premises and which is recognised and sanctioned by the school following the completion of an EV1 form. It covers day and overnight trips, in and outside Great Britain, during school term and holiday time. Regular sport, music, outdoor and community service activities, or local community walks, shop visits and local church visits that do not count as 'trips' and do not require individual EV1 forms. They are subject to separate risk assessments.

#### Preamble

- 1) A school trip will only be regarded as official once the Headmaster has sanctioned it by signing the corresponding EV1 form.
- 2) All trips which will cost the participants in excess of £1200 must be approved by the Governors through the Headmaster.
- 3) It is the Trip Leader who is responsible for completing the Trip Authorisation Form (EV1) and for obtaining the approval of the Headmaster before pupils are invited to participate. (Copies of the EV1 and all forms are available in the "School Trips" folder located in the Staff Shared Area).
- 4) All school trips should be self-financing except for compulsory trips in the Senior School as outlined on the approved funded list (see attached Appendix). Fundraising is not normally allowed other than on certain expeditions where fundraising activities are part of the preparation for the trip.
- 5) At the discretion of the Trip Leader and with the permission of the Headmaster, parents of pupils may take part. They will be subject to a

request for Disclosure from the Disclosure Barring Service (DBS) and cannot count in the staff to pupil ratio.

The arrangements for DofE and other outdoor trips may allow volunteer parents with appropriate DBS checks and training to have a supervisory role.

### **Prior to the Trip**

Staffing - The Education Visits Co-ordinator, Trip Leader and the Headmaster are responsible for ensuring that the trip is staffed by teachers in accordance with the ratio guidelines detailed in the Staff Handbook or, in outdoor and Duke of Edinburgh Award activities, in accordance with guidelines issued by the appropriate professional body. Considerations include the number and age of the participating pupils; the nature of the trip; and any insurance requirements. It should be noted that if staff attend a trip in which their children are participating, they cannot necessarily be included in the staff to pupil ratio. Appropriate consideration to ratios should be given when external staff and instructors may be involved in the activity.

The Education Visits Co-ordinator should be able to satisfy the Headmaster, in writing, that all participating teachers have the necessary training and technical skills and that they are conversant with the requirements of the ruling body for that sport or activity. (See Discipline and Safety).

It is the personal responsibility of staff to ensure that they are both physically and mentally fit to attend and lead trips.

Information to Parents – At the stage where parents are invited to send their children on any school trip, the purpose of the trip, the proposed dates and the estimated cost must be known. Parents sign an EV2 (Day) form when pupils join the School. This authorisation remains valid for their time at the School. For overnight trips, parental authorisation is given via the Wisepay system.

Well in advance, the parents should be informed of specific clothing and footwear requirements, the need for passport or visa, particular requirements of the Trip Leader regarding pocket money, timings and whether or not the trip will include periods of remote supervision. This information can be given in a letter or at a special meeting for parents.

Insurance - Insurance must be effected for all school trips. The School can offer a policy which covers medical expenses, loss of money or personal possessions, public liability and cancellation or curtailment cover. The Trip Leader may purchase insurance cover as part of a package from the tour operator, but it must be at least as comprehensive as that afforded by the School's policy. If the School's policy is to be used the Assistant Bursar must be informed of the dates of the trip and the numbers participating, before the departure date. The School insurers may require an advance copy of the itinerary and risk assessments for any activities that they deem as potentially hazardous in advance of insurance cover being approved.

Costing – The Trip Leader must budget for all known or anticipated costs before inviting pupils to participate. The price should include travel, accommodation, food, access and entry charges, excursions, site fees, insurance, hire or

purchase of equipment and contingency reserve. In the event of an unforeseen emergency involving additional costs the School will underwrite the cost. Should a pupil be sent home for disciplinary reasons, any additional costs of this journey home will be charged to the parents. (This policy appears on the EV2 consent form).

It is recognised that the School may on occasions use the services of an external organisation to assist in the planning of a trip. These must always be ATOL/ABTA bonded and approved prior to use by the Headmaster.

Such companies may offer discounted or reduced cost places for accompanying staff; any such benefits must be clearly identified and used to the benefit of all staff participating in the trip.

In the event of a tour company offering discount for staff children, it is the School's policy that any benefits gained must be shared between all participating pupils.

Medical - The Trip Leader must be aware of any special medical or dietary requirements of any of the participants. This information is held on the School database and staff must take details with them, seeking advice from the School Nurse, if necessary, before the trip. If necessary, members of the party should receive appropriate injections and immunisation prior to the trip. Where practical one member of staff should hold a relevant first aid qualification. Appropriate first aid and emergency equipment should be carried on the trip when travelling abroad. For trips to countries in the European Union, all pupils must either have a European Health Insurance Card (EHIC) (if you have rights under the Withdrawal Agreement on GOV.uk) or a UK Global Health Insurance Card (UK GHIC) duly completed and validated.

### Risk Assessment

**All** overnight trips require a written RA to be produced. Day and evening trips should, in most cases, use generic RAs.

Risk assessments will identify possible areas of risk and show the ways in which the Trip Organiser has managed the risk. If an incident does occur on a trip, the school will need to provide evidence that risks had been assessed before departure. General RAs for coach travel, air travel and other areas can be found in the School Trips folder in the staff area. These will form part of the overall assessment, but Trip Organisers will need to supplement them with an overall RA which should include such areas as accommodation, down-time, remote supervision and activities.

Professionally operated licensed activity centres and tour operators specialising in school visits will conduct their own risk assessments. The Trip Leader should ask for copies at the planning stage. Provided that he/she is satisfied, it will meet the requirements of the school, for the activity part of the visit. Additional risk assessments will probably be needed to ensure complete coverage of all aspects of the visit. Risk assessments carried out by the School for previous visits can generally be updated and re-used, unless there has been a change of circumstances. The EVC maintains a dossier of generic risk assessments that cover most of our regular visits (and the Director of Sport will have likewise for sports fixtures). All risk assessments will be viewed as dynamic risk assessments and will take account of changes in hazards both prior to

embarking on a trip and as a trip progresses. This will include regular review of all changes in weather and travel conditions and arrangements.

Communication – Trip Leaders should carry emergency contact numbers for pupils on the trip. These can be accessed via the database. For day trips, staff should carry the list of SMT contacts for use in an emergency. For over-night trips the parents of participating pupils must be asked to provide an emergency contact telephone number throughout the period of the trip (on the EV2 data (overnight) form). The EVC will allocate the Trip Leader with two members of SMT to act as Emergency Contacts during the trip. Parents should be given one of these contacts, but the second should remain for the exclusive use of the Trip Leader should an emergency occur.

### **During the Trip**

Responsibility - The Trip Leader is in loco parentis from the moment of departure until the children are collected by their parents or leave the return arrival point. The Headmaster delegates any on-site decisions to the Trip Leader and the attending teaching staff. The Leader has a responsibility to keep the Emergency Contact fully informed of changes in plan or difficulties.

Discipline and Safety - It is for the Trip Leader to ensure that fire and safety regulations and escape routes are known, that pupils conform to school discipline and any other particular requirements, and that they are aware of the rules concerning the use of any residential facilities. Pupils who commit serious breaches of discipline may be sent home at the discretion of the Trip Leader following consultation with the Headmaster, if possible. Pupils are required to conform to the specific guidelines laid down by the ruling body of any sport or activity, and it is for the Trip Leader to be aware of, and to follow, these guidelines.

Alcohol – there is a “No Alcohol” policy in place for pupils on all trips. Consumption of alcohol by pupils may invalidate insurance cover in the event of a claim being made. In addition, at least two members of staff must remain free of alcohol at all times in order to deal with problems should they occur.

Accidents and Illness - Accidents may require the application of first aid, but if there is any doubt, or the illness or injury is obviously serious, proper medical treatment should be obtained. In the event of an accident notes should be kept of the circumstances: witness statement should also be taken. A full report of any serious accident should be given to the Headmaster on return to the School. A report may need to be made by the school to the Health and Safety Executive.

Emergencies - In the event of emergencies or major accidents the following procedures should be followed:-

- 1) Ascertain the nature and extent of the emergency
- 2) Call the emergency services
- 3) Establish who is injured and the nature of the injury
- 4) Render appropriate first aid
- 5) Ensure the safety of uninjured members of the party
- 6) Designate staff to accompany the injured to hospital
- 7) Advise the SMT Emergency Contact

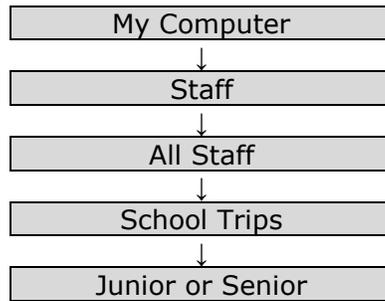
- 8) Make contact with your Emergency Contact at school to advise parents
- 9) If practical allow pupils to make contact with parents directly by their own phones but only to advise of their safety.
- 10) Refer media to the School. Be cautious about making any comments whatsoever to third parties.
- 11) Wait for the School contact to inform you that parents have been informed, as necessary
- 12) Liaise with the Emergency Contact and/or Headmaster/Deputy Head/Bursar regarding repatriation of individuals or early return of the whole group.
- 13) Do not admit liability arising out of any incident.

More details will be included in the School’s Crisis Response documentation

Minibuses - The School has its own policy relating to the use of the School minibuses. Please refer to the Health & Safety manual.

**Other Information**

Those involved in organising or attending trips must refer to the SGS Staff Educational Trips Guide which offers additional, detailed information to staff organising trips. A copy of this is available in the “School Trips” folder located in the Staff Shared Area.



Mr Adam Hughes is the Educational Visits Co-ordinator for the Senior School. Mr Simon Milnes (Deputy Head, Junior School) is the Educational Visits Co-ordinator for the Junior School. Trip Organisers are recommended to discuss the planning of their trip with them and they are available as a source of information and advice.

All new staff have a session on planning school visits as part of their induction training.

<b>Authorised by</b> Chairman of Governors	<i>Christopher Durn</i>
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Appendix 1 – Educational Visits Coordinator  
Appendix 2 – Approval of Leaders

## **Appendix 1**

### **Educational Visits Coordinator**

The EVC is the school's focal point for planning and monitoring visits and outdoor learning. They work closely with the Deputy Head (Staffing & Co-curricular) and with Visit Leaders.

The EVC is an experienced Visit Leader with sufficient status to guide the working practice of colleagues leading outdoor learning and visits. This is not a purely administrative role, although certain functions may be delegated to an administrator.

### **Educational Visits Coordinator**

Outdoor learning and off site visits have a significant impact on children and young people and their well-being; positively influencing behaviour and relationships as well as developing self-confidence and raising achievement. These experiences make learning more engaging, relevant, enjoyable and memorable and are an integral part of education at SGS, clearly supporting our school ethos

The Establishment should have access to expert advice, such as from a competent Outdoor Education Adviser. The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the school. SGS has a nominated Educational Visits Coordinator (EVC), and as part of its policy, when the EVC is not available, = this role rests with the Deputy Head (Staffing & Co-curricular).

When appointing an EVC, SGS has ensured that the person meets the criteria required for the role. The EVC is specifically competent. The level of competence required is judged in relation to the size of the school as well as the extent and nature of the visits planned. Evidence of competence is through qualification and experience of practical leadership over many years.

The role of the EVC is to:

- Be a champion for all aspects of visits and outdoor learning;
- Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people and contribute towards SGS' ethos;
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits/outdoor learning;
- Mentor leaders and aspiring leaders, supporting their ongoing development and training and sample / monitor their activity to identify any further training needs;
- Ensure that planning complies with the school's requirements and that the arrangements are ready for approval within agreed timescales;
- Support your Deputy Head and Governors in approval decisions so that all those with responsibility have the competence to fulfil their roles;

- Ensure that any activity is evaluated against its aims for learning and development, that good practice is shared, and any issues are followed up and comply with statutory and school's requirements - see school's self-evaluation form
- Keep the Senior Management Team and Governors informed about the visits/outdoor learning taking place and their contribution to establishment effectiveness.

### **Outdoor Education Adviser**

Outdoor learning and off site visits have a significant impact on children and young people and their well-being; positively influencing behaviour and relationships as well as developing self-confidence and raising achievement. These experiences make learning more engaging, relevant, enjoyable and memorable and are an integral part of education at SGS, clearly supporting our school ethos

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the school. All employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees and others who may be harmed by their activities.

Schools have a responsibility to ensure that arrangements for supporting pupils with medical conditions conform to Section 100 of the Children and Families Act 2014.

The Management of Health and Safety at Work Regulations 1999 require employers to appoint competent persons to assist them in meeting these responsibilities. It is therefore good practice for an employer that provides outdoor learning, off-site visits or LOtC to appoint a competent Outdoor Education Adviser. This may be an employee or an external contractor or consultant, and they may have a different job title, but it is essential that the employer ensures that the adviser is specifically competent and that the number of people appointed, the time available for them to fulfil their functions and the resources at their disposal are adequate, taking into account the size of the organisation and the nature of the activities provided by its establishments.

In appointing an Outdoor Education Adviser, the school have ensured that the adviser has sufficient knowledge, training, experience, sound judgement, and the ability to influence practice across the school effectively.

The adviser has:

- Sufficient knowledge of the legal responsibilities and powers of the school (and the local authority if this is relevant) to ensure these are correctly applied in their area of work;
- Experience of leading/managing a broad range of outdoor learning activities and off-site visits;
- Understanding of the contribution that outdoor learning, off-site visits and LOtC can make to learning and development, can be embedded in the curriculum and normal to teaching and learning and to fulfilling the aims and ethos of SGS.
- A practical understanding of the difficulties involved in the supervision and management of groups of young people in a wide range of venues and environments;

- Competence in sensible and proportionate assessment of risk and its management in a variety of relevant contexts;
- The ability to interpret, refine and present National Guidance at a local level;
- The ability to organise, facilitate and/or deliver effective training of Visit Leaders;
- Knowledge of when and how to access technical experts when specialist advice beyond their own competence is required.

Their responsibilities are:

- Advising about compliance with the legal framework within which outdoor learning, off-site visits and LOtC are delivered.
- Interpreting, refining and presenting National Guidance at a local level;
- Providing advice, support and monitoring in relation to developing high quality outdoor learning, off-site visits and LOtC;
- Active engagement with appropriate networks and organisations including OEAP;
- Maintaining and sharing knowledge of national requirements and initiatives;
- Providing practical guidance and support on proportionate risk management;
- Establishing suitable and proportionate monitoring of visits;
- Developing suitable systems to ensure that the school training needs are identified and met;
- Ensuring that the Deputy Head (Staffing & Co-curricular) and EVCs understand that all leaders involved in visits require access to training to support their role;
- Developing practical and effective policies and systems for visit notification and approval;
- Directing and/or delivering effective training for EVCs and leaders that meet OEAP standards;
- Establishing clear guidance defining leader competence for all types of outdoor learning, off-site visits and LOtC and how the competence may be assessed; Advising on the role of national quality assurance schemes (e.g. LOtC Quality Badge, national governing body accreditation schemes, AALA licensing).

## **Appendix 2**

### **Approval of Leaders**

SGS have clear processes for approving people to lead visits or activities. This should ensure that leaders are **accountable, confident** and **competent** to lead the specific visits or activities for which they are approved.

Being **accountable** means that the leader has been engaged through an appropriate recruitment process, which includes vetting and induction into the school's policies and procedures. The details of this process may depend upon whether the leader is employed, contracted or acts as a volunteer, but in all cases is thorough. Regardless of a leader's employment status, they should understand the chain of accountability, what is expected of them, and the school's policies and procedures.

Being confident includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations. It is the personal responsibility of staff to ensure that they are both physically and mentally fit to attend and lead trips.

Being **competent** means that the leader has demonstrated the ability to operate effectively and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place.

Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the school. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times but by experiencing a range of different activities and environments.

Approval should never be assumed and should involve professional judgement as well as evidence of technical competence. The Deputy Head (Staffing & Co-curricular) or Educational Visits Coordinator (EVC) when the responsibility is delegated should make a judgement about the suitability of that person to lead that group on that visit/activity in that environment.

There are various methods used to help make an informed judgement about a Leader's competence, including:

- Observations of their group management and supervision skills within their day to-day work;
- Evidence of relevant experience – e.g. assisting on visits or leading visits in a previous establishment;
- Their personal interests and experience relevant to the proposed activities and environments;
- Evidence of having undertaken appropriate training;
- Evidence of relevant qualifications, including any specific qualification required by the law or the school (e.g. in adventure activities or First Aid).

Any approval to lead off-site visits must also include a judgement about how an individual will react in a crisis, without the immediate support of the school. Will they remain calm and take control of the situation or will they let the situation control them? It is good practice to keep evidence of leader approval as well as records of experience (e.g. visits led or assisted on). These may, for example, be captured as part of an electronic visit approval system.

### **Adventure Activities**

For adventure activity leaders, competence is best demonstrated through holding the appropriate leadership/coaching award(s) approved by the Adventure Activities Licensing Authority (AALA). Alternatively, leaders should be 'signed off' by a suitably-qualified technical adviser by the school, based upon relevant qualifications, training and/or experience. This will be done by Adam Hughes, Outdoor Education Co-ordinator.

### **Key Requirements for Leaders**

The key requirements for leaders are that they must be **competent** to lead, **confident** and **accountable**, not that they hold a particular post, title or job description. There should always be a single designated leader for any visit or activity and, if this role changes, there should be a clear handover.

For adventure activity leaders, competence is best demonstrated through:

- Holding a National Governing Body leadership/coaching award at an appropriate level, or
- Being "signed off" by a suitably-qualified Technical Adviser appointed by the school. This will be done by Adam Hughes, Outdoor Education Co-ordinator. For further information about appropriate technical qualifications, to lead or advise on specific adventure activities, see the qualifications matrices produced by the Adventure Activities Licensing Authority (AALA) in AALA guidance note 5.18 available from the Health and Safety Executive (HSE) website.

<http://webcommunities.hse.gov.uk/connect.ti/adventureactivitiesnetwork/view?objectId=582565>

If you are designated as the Visit Leader, you should:

- Be specifically competent for the type of visit, and for any activities you plan to lead.
- Be approved by school to carry out the lead role, including for any specific activities you will lead.
- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes.
- Liaise with the Educational Visits Co-ordinator (EVC) to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all staff accompanying the visit meet establishment requirements.
- Ensure that there is effective supervision.
- Take a lead on risk management. It is good practice to involve all the visit leadership team to ensure wide understanding and to give clarity about what

they need to do. It is also good practice to involve young people wherever appropriate.

- Define the roles and responsibilities of other leaders and helpers (and participants) to ensure effective supervision throughout the visit, appointing a deputy wherever possible.
- Ensure that any Activity Leaders are competent and confident to lead their planned activities and are approved to do so if this is necessary (e.g. for adventure activities).
- Ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked).
- Provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues)
- Ensure that informed parental consent has been obtained as necessary.
- Provide relevant information to parents and participants and arrange pre visit information meetings where appropriate
- Make sure there is access to first aid at an appropriate level.
- Ensure that if the visit leadership team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision.
- Ensure that all leaders and any third party providers have access to emergency contact and emergency procedure details.
- Evaluate all aspects of the visit, both during and after the event.
- Report any accidents, incidents or near misses. When working with third-party activity providers it is essential to avoid 'grey areas'.

There should be a clear handover before and after any activity led by a provider. Should a provider run an activity in a way that causes concern, the accompanying leaders should stop the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

### **Visit or Activity Leader**

All Leaders have a legal duty of care and must comply with the school's policy and guidance.

The Visit Leader has overall responsibility for a visit. This includes the learning, development and supervision of the participants and the safety of all, including any other leaders and helpers.

An Activity Leader is responsible for one or more specific activities during a visit:

- During some visits, all the participants remain in one group. The Visit Leader might act as Activity Leader for all activities during the visit, or hand over leadership of one or more activities to an Activity Leader or third-party provider, while retaining oversight.
- During other visits, the group splits into smaller groups for some activities. In this case, the Visit Leader hands over the leadership of one or more activity

groups to an Activity Leader or third-party provider, while retaining oversight of the whole visit and perhaps acting as an Activity Leader for one group.

Sometimes a Visit Leader or Activity Leader is supported by one or more Assistant Leaders or Helpers. Decisions about the number of leaders required, and staffing ratios, should be informed by risk assessment.

See the following documents for further information:

- Assistant Leaders
- Helper

Planning for a visit should include consideration of the possibility of the Visit Leader or an Activity Leader becoming incapacitated. This might be caused by illness, injury, personal issues or being required elsewhere (such as to look after a sick child). Consideration of the SAGE variables: (Staffing, Activity, Group and Environment) should lead to an appropriate decision on both the number of leaders as well as the mix of competence needed to fill various roles.

Plans could include:

- The group is accompanied by an Assistant Leader who is fully competent to take over and deputise for the incapacitated Visit Leader or Activity Leader.
- The group is accompanied by an Assistant Leader or Helper, who is sufficiently competent to abandon the visit or activity and supervise the group safely back to base (or who could supervise the group until support from the establishment can arrive).
- A backup Leader is available back at school who is able to join the group at short notice.

### **Assistant Leader**

All leaders, including Assistant Leaders, have a legal duty of care and must comply with their school's policy and guidance. If you are an Assistant Leader, you must be specifically competent to carry out that role. This means that you must be given clarity about what is expected of you.

Typical expectations of an Assistant Leader can include one or more of the following:

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

If your role includes an expectation that you will act as a deputy for a Visit or Activity Leader, or as an Activity Leader for specified activities, you should have the level of competence required for that role. See document "Visit or Activity Leader".

As an Assistant Leader, you should:

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

### **Helper**

A Helper is an adult who has an agreed role during a Visit but is not a Visit Leader, Assistant Leader, Activity Leader or Participant. For example, a Helper might be an inexperienced member of staff; a Parent; a university student or trainee. Any child or young person in a helping role should be regarded as a Participant.

SGS ensures that any Helpers are subject to an appropriate vetting decision and are used appropriately (not as a replacement where an Assistant Leader is required). Helpers should be suitably competent and confident to carry out their role and briefed appropriately about relevant establishment procedures so as to be able to carry out the duties they are assigned (e.g. whether they will work independently or be under supervision). The details of the engagement process may depend upon whether the Helper is employed, contracted or acts as a volunteer, but in all cases should be appropriate and thorough.

If you are a Helper, you should:

- Make sure you understand the role, responsibilities and limitations that you have been assigned and how these fit with other staff including the Visit Leader.
- Be competent and confident for the role and responsibilities that you have been assigned.
- Know about school policies and procedures, insofar as they affect the responsibilities you have been assigned, and work within these.
- Ensure that you have been briefed about the nature and location of the visit and about the participants (including age, health information, capabilities, special needs, safeguarding and behavioural issues).
- Report any concerns you have during the visit to the Visit Leader/Assistant Leaders as soon as possible.
- Be prepared to contribute to the evaluation of all aspects of the visit, both during and after the event.

If you are a Parent of a young person taking part in the visit, you must be aware of the potential for your parental instincts to compromise the Visit Leader's plans for group management, particularly if there is a serious incident - where you may be distracted by the needs of your own son or daughter, rather than looking to the needs of the whole group. This means that in most situations, unless it is an agreed part of the plan, the Visit Leader should not assign you a leadership role that gives you direct responsibility for your own child.

### **Volunteers**

When using volunteers it is essential that they meet the requirements for the role that they have been assigned (Visit Leader, Activity Leader, Assistant Leader, and Helper). The engagement of any volunteer must involve an appropriate level of vetting and induction. They must be sufficiently **competent** and **confident** to carry out their responsibilities. The level of competence and the thoroughness of the engagement process depend upon the role that the volunteer is to take, and the degree to which they will be working independently or under supervision. Where they are working independently it should be to the same standard as would be expected of an employee or contractor taking on the role.