

12 SCHOOL VISITS: THE LEGAL AND PRACTICAL ISSUES

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School outings have always been an integral part of a child's education, providing the opportunity to develop key personal and social skills. The experience of outdoor and adventure activities can be invaluable.

Recent tragic deaths of children on school visits have, however, brought the whole topic into focus and debate has been raised as to whether the risks of such visits outweigh the benefits. Following the inquest into the deaths of Rochelle Cauvet and Hannah Black who died in October 2000 after being swept away in a swollen stream in the Yorkshire Dales, Nigel De Gruchy, General Secretary of the National Association of School Masters/Union of Women Teachers (the second-biggest teaching union), said:

We have reluctantly concluded that until society accepts the notion of a genuine accident, it is advisable for members not to go on school trips.

It was further reported in the *Evening Standard*, 24 April 2003, that Eamonn O'Kane, the present General Secretary, was reiterating the statement and urging teachers to boycott school trips

because of the growing risk they face from prosecution if pupils are killed or injured in their care.

Is this the end for school outings?

ROLL-CALL OF TRAGEDY

June 1997 – Adi Naseem, 11, drowned on a day trip to an activity centre in Buckinghamshire. Forty-seven children from Feltham Hill School, Hounslow, were allowed to use a swimming pool without lifeguards. Hounslow were prosecuted under the Health and Safety at Work Act and pleaded guilty, receiving a fine of £25,000.

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July 1997 – Three children died and 17 were injured when a minibus with no seatbelts plunged 70 feet down an Alpine ravine. The driver was found guilty of manslaughter by a French court and fined £1200. He had never driven a left-hand vehicle.

June 1999 – Gemma Carter, 13, drowned in France on a school trip after becoming separated from the party on an evening swim session. Her supervising teacher was found guilty in France of involuntary homicide and given a 6 months' suspended sentence. The conviction was overturned on appeal in April 2002.

July 2001 – Bunmi Shagaya, 11, drowned in Lake Caniel, France, while on a school trip.

August 2001 – Amy Ransom, 17, was killed when she slipped and fell 500 metres on a mountain during a school trip to Vietnam.

August 2001 – Jason Doulton, 17, drowned on a field trip in South Wales after being swept away by a swollen river.

March 2002 – Amelia Ward, 16, was killed by a falling rock in South Africa while on a school holiday as part of the Duke of Edinburgh Gold Award Scheme. Coroner Paul Knapman, recording a verdict of accidental death, said there had been a "misunderstanding by the man in charge".

May 2002 – Max Palmer, ten, drowned after being swept down river in the Lake District. He was accompanying his mother, a teaching assistant, on a school trip. He was not a pupil at the school.

STATISTICS

The above are just a few of the tragic deaths that have followed school trips. In fact there were seven children killed in 2001 and there have been 47 deaths since 1985.

Understandably, schools, parents and the government are concerned about the future of school visits and how serious accidents and deaths can be prevented. It is important, however, to put the above figures into some perspective. Statistically there is an insignificant chance of a child suffering a fatal accident. On average there have been three deaths per year which gives a fatality rate of 1 in 8 million.

The understandable knee-jerk reaction to stop visits following the death of a child has to be viewed against the overall benefit offered by adventure and outdoor activities on such visits. The immediate focus has to be on the planning of visits and the education and training of all concerned. Accidents are an unwelcome reminder of the responsibilities of schools in organising such visits – responsibilities that translate into legal liabilities.

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LEGAL FRAMEWORK

The Health and Safety at Work Act 1974 and associated Regulations place responsibility for health and safety with the employer. Employers are responsible for the health, safety and welfare at work of their employees and are under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone who may be affected by their activities – both on and off their premises.

The management of Health and Safety at Work Regulations 1999 requires employers to:

- assess the risks of activities
- introduce measures to control those risks
- tell their employees about these measures.

Disability Discrimination Act 1995

Governing bodies must ensure that their “inclusion” policies address the needs of young disabled pupils wishing to participate in extra-curricular activities, including educational visits.

Health and Safety: Responsibilities and Powers

This was issued by the DfES to all schools in December 2001. It identifies the responsibilities, under Health and Safety legislation, that employers and employees must meet and makes specific reference to educational visits. All visits organised and arranged by schools are covered by these responsibilities, including any visits organised substantially by third party providers.

Who is the employer?

- The local education authority (LEA) is the employer for community schools, community special schools, voluntary controlled schools, maintained nursery schools, pupil referral units and statutory youth groups.
- The governing body is usually the employer for foundation schools, foundation special schools and voluntary aided schools.
- The governing body or proprietor is usually the employer for independent schools.

Employees are also under an obligation to take reasonable care of their own and others' health and safety, to carry out activities in accordance with training and instructions, cooperate with employers over safety matters and inform employers of any serious risks.

Although breaches of these regulations do not confer a direct statutory right of action, there can of course be prosecutions pursued by the Health and Safety Executive (HSE) for breach of the Health and Safety at Work Act and Regulations. In civil

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actions claimants argue that breaches of the Regulations are evidence of negligence. In common law, teachers have a duty of care to act as any reasonably prudent parent would do – *in loco parentis*.

To assist in complying with the legislation and associated Regulations, the Government published detailed national guidance on school visits in 1998 entitled *Health and Safety of Pupils on Educational Visits (HASPEV): A good practice guide* (see “Recommended reading” at the end of the chapter). This provides advice on planning and organising activities both in and out of school, at home and overseas. Supplementary guidance in support of HASPEV was published in July 2002:

- *Standards for LEAs in Overseeing Educational Visits* sets out good practice for local education authorities in overseeing educational visits carried out by schools. Schools, youth services and others may find the principles set out here useful too (DfES/0564/2002).
- *Standards for Adventure* is aimed at the teacher or youth worker who leads young people on adventure activities (DfES/0565/2002).
- *A Handbook for Group Leaders* is aimed at anyone who leads groups of young people on any kind of educational visit. It sets out good practice in supervision, ongoing risk assessment and emergency procedures (DfES/0566/2002).

Guidance

Although the employer is responsible for health and safety, on a practical level this will invariably be delegated to the school. The employer of course is still ultimately responsible and the supplement to HASPEV is keen to remind of the need for maintenance and compliance, i.e. there should be an audit track making clear who is doing what and confirming compliance with those tasks once delegated.

All employers should therefore provide written guidance for teachers to follow when arranging school visits, which should include laid-down procedures for the approval of certain types of visits. They must ensure that staff are fully trained in their health and safety responsibilities as employees and must be confident that those who are delegated health and safety tasks are competent to carry them out.

It needs to be remembered that for incidents occurring in the UK the HSE enforces Health and Safety law and will normally take action against the employer. Where an employee has, however, flouted an employer’s policy or directions in respect to health and safety, the HSE may take action against the employee as well or instead.

Health and Safety of Pupils and Educational Visits (HASPEV)

HASPEV, as the most informative good practice guide in this field, has been adopted and recommended by many LEAs in place of guidance of their own. Others have adapted it for their own purpose. This document and its supplements are invaluable in any criminal or civil proceedings and are relied on either in defence of an incident

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or to demonstrate breach of good practice. Compliance would be persuasive in the defence of any health and safety prosecution. It is critical therefore that anyone involved in planning or arranging school visits is familiar with HASPEV and/or any other guidance provided by the LEA.

The key to understanding and following HASPEV is to remember that, although it sets out the principles and criteria of good practice to be adopted when planning school visits, it recognises how good practice can vary and much has to be left to the judgement and expertise of those arranging, approving, leading or supervising the trip. Invariably this will be the school staff and/or the governors.

HASPEV provides guidance on the visit from inception to completion including:

- Responsibilities of head teachers, LEA Outdoor Education Advisers (OEs), Educational Visits Coordinators (EVCs), group leaders, teachers, adult volunteers, pupils and parents.
- Planning of the visit including risk assessments, exploratory visits, financial planning, charging for visits, first aid and other considerations such as equipment, contingency measures, etc.
- Supervision including pupil/staff ratios, parents/volunteers, vetting suitability, supervisor's responsibilities, competence of those leading an adventure activity, head counts and remote supervision, i.e. where pupils may have time on their own while on a visit.
- Preparing pupils for the trip, their participation, equal opportunities, information provided before, during and after the trip, preparing them for remote supervision such as identity cards, knowledge of out-of-bounds areas of activities, emergency contacts if lost, transport, pupils' medical, special and educational needs.
- Communicating with parents: informing them in great detail of exactly what will take place on the trip, parental consent, medical consent, early return, contact between all concerned, i.e. staff, pupils and school.
- Planning transport including legislation, supervision on transport, hiring coaches and buses, appropriate licences and permits required, use of private cars, transport in school minibus, the school minibus driver, maintenance and checks of the school minibus.
- Insurance including confirming insurance in LEAs, the position of the school's insurance and parents – advising them what they have and do not have to do, insurance cover for visits, cancellations and transport insurance.
- Types of visit including adventure activities using licensed providers, adventure activities using non-licensable providers, issues to consider with all adventure activity providers, school-led activities, employment of providers, remote supervision during adventurous activities, coastal visits, swimming in the sea or other natural waters, swimming pools, farm visits, field studies and residential visits.

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- Visits abroad including organising your own visit, organising your own transport, using a tour operator and operators based abroad, sources of further advice for school travel abroad, planning and preparation, staffing the visit, preparing pupils for visits abroad, the importance of a briefing meeting for parents.
- Emergency procedures: who will take charge in an emergency, the procedures and framework in place during the visit and at the school base including advice on media contact.
- Model forms: 11 in total dealing with risk assessments, checklists for pupils going on visit, parental consent form for school visit, etc.

IMPROVEMENTS FOR THE FUTURE

It is clear that a better understanding of risk assessments by schools is required. In particular, accidents often occur as a result of a change in circumstances, i.e. weather or an unforeseen event occurring once an activity has actually started. Risk assessments need to be reviewed on an ongoing basis even once the activity has started. A better understanding of the whole topic of risk assessments will increase teachers' understanding that even a relatively safe activity can have the same consequences as more dangerous pursuits. Teachers need to be aware of the type of activities where they might have to call in expert help both before and during the trip.

Where schools are planning visits abroad it is essential that the credentials of any company or centre that is being used are fully investigated. The supplemental guidelines to HASPEV deal with this in some detail, including, for example, receiving confirmation of the qualifications of each individual instructor to be used, together with confirmation of what risk assessments have been undertaken in relation to the activities that will be carried out by third party providers.

When serious incidents occur, it often becomes apparent that either guidance may not be in as much detail as one would hope, or it has simply been passed to the school with little background information or training necessary both to understand and to implement the guidelines. Guidance in the new HASPEV supplements stresses the importance of having both an Outdoor Education Adviser and an Educational Visits Coordinator.

The role of the LEA

The LEA should now designate an Outdoor Education Adviser and other personnel who can support and advise schools in their planning of school trips. In order to undertake its responsibilities for the health and safety of employees and pupils on educational visits, it is good practice for the LEA to:

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- define the types of educational visit
- outline a clear system of delegating tasks for approving planning and risk management of these different types of visits
- devise a procedure to ensure that notification of approval takes place at early and appropriate stages in the cycle
- implement a training programme for all members of school staff and governors in the management of educational visits
- maintain and monitor training records and extra qualifications held by school staff
- assess the competence of educational visits coordinators and group leaders
- provide a database of contractors to be used by schools which should be updated via school evaluation forms
- put in place emergency procedures, including 24-hour access, to support schools in cases of extreme difficulty or emergency.

The role of the governing body

Where the governing body is the employer, the governors' responsibilities will be the same as those suggested for the LEA. In addition, it is good practice for all governing bodies to:

- ensure that guidance is available (e.g. from the department and/or LEA as appropriate) to inform the school and influence policy, practices and procedures relating to the health and safety of pupils on educational visits. These should include measures to obtain parental consent on the basis of full information, to investigate complaints and to discuss and review procedures including incident and emergency management systems. Governors may where appropriate seek specialist advice though they should not normally be expected to approve visits
- ensure that the head teacher and EVC are supported in all areas relating to educational visits and ensure that they have the appropriate expertise and time to fulfil their responsibilities
- ascertain what government training is available and relevant
- agree on the types of visit they should be informed about
- be in a position to ask appropriate questions about the visit's objectives and how they will be met. It is not expected that governors should be directly involved in risk assessment in related matters unless they have appropriate competence
- ensure that visits are approved as necessary by the LEA before bookings are confirmed
- help to ensure that early planning and pre-visits can take place, and that the results can be acted upon

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- ensure that bookings are not completed until external providers have met all the necessary requirements, i.e. risk assessment training, security etc.
- ensure that the head teacher and the EVC have taken all reasonable and practical measures to include pupils with special educational needs and medical needs on all visits.

The role of the head teacher

It is essential that head teachers ensure that any visits arranged through the schools comply with the Regulations and Guidelines provided by the LEA or governing body and the school's own health and safety policy. Head teachers should ensure that the group leader is competent to monitor any risks that may arise throughout the visit. They should also be aware of their own role if involved in the visit as a group member or supervisor. They should always follow the instructions of the group leader who has the sole charge of the visit.

Paragraph 23 of HASPEV outlines the good practice for head teachers to adopt including ensuring matters such as adequate child protection procedures are in place, all necessary risk assessments and actions have been completed before the visit begins, training needs to be assessed etc. In addition, with the introduction of the supplementary guidance to HASPEV, head teachers are now in a position to delegate tasks to the Educational Visits Coordinator (EVC) and agree who will approve a visit at school level or submit it to the LEA for approval if so required. It is anticipated that the EVC will perform this function with the head teacher countersigning. The task can, however, be wholly delegated where required by the head teacher.

It is important to remember that the role of the head teacher even where tasks are delegated to the EVC remains paramount in the organisation of any trip at school level. Any local authority or head teacher considering their policy in relation to the role of the head teacher should refer both to HASPEV and Paragraph 11 of the Good Practice Supplement.

The role of the Outdoor Education Adviser (OEA)

Traditionally every LEA would have had an OEA but due to budget constraints their function has diminished over the years. The thrust of the new guidance, however, is that an OEA will enable the LEA to monitor what schools are doing. This will help them to ensure, so far as is reasonably practicable, the health and safety of pupils while on school visits.

The guidance suggests that it is good practice to have an OEA or someone who carries out this role as part of their job description. It may, for example, be combined with the position of head of outdoor education centres. Individuals holding this post will have a strong understanding of Health and Safety legislation and in particular be able to advise on the legal responsibilities and powers of LEAs and schools in relation to school visits. Anyone who holds the position of Head Outdoor Education Adviser

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should be competent to advise on both low- and high-risk activities. It is important, if this role is to work, that the individual holding the position of OEA has sufficient authority in the LEA to effect necessary changes and influence people.

The key aims of the OEA is to provide:

- support to schools
- approval for visits where approval may not have been delegated to school level
- a focal point for schools to contact to give expertise on adventure activities, expeditions, visits generally and specifically overseas visits.

They are also able to provide generic risk assessments to schools and monitor the visits carried out by the LEA schools. Specifically they will be able to ensure the competency and qualifications of school staff, group leaders and Educational Visits Coordinators.

The role of the Educational Visits Coordinator (EVC)

The guidance states that it is now good practice for each school to have an educational Visits Coordinator (EVC). It is important to stress that many schools may argue that they already have somebody who carries out the responsibilities of an EVC, although not with this particular title. In many cases it may be the head teacher, but it can be any other member of staff with an interest in this area with the relevant qualifications and/or experience. The aim of the EVC is to help the school comply with its health and safety obligations while on school visits and generally to act as a single point of contact for the LEA and within the school.

It is also the responsibility of the EVC to support all concerned to ensure that all guidelines for leading activities are followed.

The LEA should work closely with EVCs, providing them with advice, guidance and appropriate training and, particularly, to enable EVCs to access specific training for staff involved in leading or staffing school visits.

The general functions of the EVC are as follows:

- To liaise with the employer to ensure that the visit meets the employer's requirements including those of risk assessment.
- To support the governors and head teacher with any decisions and approval.
- To ensure competent people lead or otherwise supervise a visit.
- To consider and assess the competence of leaders and other adults for a proposed trip.
- To organise thorough induction and training of leaders and adults going on any particular visit.
- To ensure that criminal records and/or disclosures are in place where required.
- To work with the group leader with regards to parental consent and provide

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full details of the visit beforehand enabling parents to provide such consent on a fully informed basis.

- To organise and ensure emergency arrangements are in place and contact is available for each visit.
- To keep records of individual visits including near misses, i.e. reports of accidents and “near accidents”.
- Continually to review and, where appropriate, monitor practice.

The role of the group leader

The EVC may not be the group leader for each planned visit. A group leader should always be appointed to be responsible for the safe planning and execution of visits.

The group leader will have overall responsibility for the conduct and supervision of the visit, having regard to the health and safety of the group. It is important therefore that the group leader and the EVC are very clear about their respective roles. The group leader should have been appointed or approved by the head teacher or the governing body. In particular the group leader should:

- always obtain the head teacher’s prior agreement before any offsite visit takes place
- follow LEA/governing body regulations/guidelines and policies
- appoint a deputy group leader
- clearly define each group supervisor’s role and ensure all tasks have been assigned
- be able to control and lead pupils of the relevant age range
- be suitably competent to instruct pupils in all activities and be familiar with the location centre where the activity will take place
- be aware of child protection issues
- ensure that adequate first aid measures are in place
- undertake and complete planning and preparation of the visit including the briefing of group members and parents
- undertake and complete comprehensive risk assessments
- review routine visits and activities and consider whether adjustments need to be made and advise the head teacher accordingly
- ensure all teachers and other members of staff accompanying the trip are fully aware of what the visit involves
- have sufficient information regarding pupils for the visit to assess their suitability to accompany the trip or have their suitability assessed and confirmed
- ensure the appropriate ratio of supervisors to pupils is in place
- consider stopping the visit if there is a risk to health and safety of pupils
- ensure that group supervisors have details of the school contact

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- ensure that group supervisors and the school all have a copy of the emergency procedures
- ensure that the group's teachers and other supervisors have details regarding pupils' medical needs, special educational requirements etc.
- observe guidance set out for teachers and other adults accompanying the trip.

The role of other teachers and accompanying adults

All teachers and adults accompanying any visit need to be certain of their roles and responsibilities. In particular, all must be certain that they are to follow the instructions of the group leader regardless of status or standing within the school on a normal day-to-day basis. All are responsible for ensuring the health and safety of all members in the group.

Adults accompanying the visit should be guided in their role by teachers and if possible should not be left in sole charge of pupils except where it has been previously agreed as part of a risk assessment of the activities to be undertaken.

SUMMARY

It may be considered that the following checklist is the absolute minimum that a school should consider to ensure that a trip is safe:

- The school should make full use of both the OEA and EVC at the school in ensuring that the guidance is followed from start to finish, i.e. from preparation through to conclusion of the trip. Full use should be made of the skills and abilities of the individuals holding these positions; the aim of the guidance is to improve awareness of the health and safety risks that can and are faced when organising educational visits.
- The trip should be planned by means of risk assessment, with the aim of reducing any risks to the lowest practicable level.
- The group leader should try to visit the site; if this is impractical, as much information as possible should be obtained to establish that the site is safe – this should include a letter from the venue on its safety procedures, qualifications of staff employed and/or confirmation from other schools that have visited.
- If taking a trip within the UK, it is necessary to ensure that any activity centre is licensed under the Activity Centres (Young Persons) Act 1995. If activities are to be led by members of staff, all must have appropriate qualifications specific to that particular activity.
- There should be a pre-visit meeting with parents advising of the likely risks to be encountered and safety measures that have been taken for the trip. Parents must be asked to sign forms consenting to the trip. Full details of a child's

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medical problems should be obtained, together with consent for individual activities and who will be responsible in the event that a child has to be sent home early.

- Pupils must also be fully aware of the aims of a trip and understand the safety precautions that need to be taken with reasons explained as to why such precautions are necessary. All should be fully aware of the emergency procedures in place.
- There should be clear guidance to all staff members and pupils as to who is responsible for each individual activity that is carried out and all must understand their responsibility and obligations.
- Supervision ratios have to be appropriate and consideration given to circumstances where the level of supervision will need to be increased.
- Public liability and, depending on the nature/venue of the trip, travel insurance cover must be in place. This will provide protection, among other things, in respect of any accident to a child and aspects like cancellation and medical costs. Most LEAs carry a significant excess on their Public Liability insurance. This gives them a clear financial incentive properly to manage the risks of such visits.
- Other factors – reputation. The cost of a claim is one thing; however, it is even more difficult to put a price on an LEA's good reputation that can soon be tarnished by the media when something major goes wrong and the “who was to blame” questions quickly materialise. From this last perspective it is important as part of your emergency procedures to consider how you respond to the media. Clear and consistent messaging by the authority in the early stages can save problems later on, not least with your liability insurers.

The above checklist is by no means exhaustive and HASPEV or appropriate LEA guidance should be followed when making arrangements to plan and maintain a safe trip.

The guidance is onerous but necessary. A common theme throughout is to keep all stages of the trip from start to finish fully documented. Planning a school trip is time-consuming and where incidents do occur the rise of the blame culture means many teachers, if things do go wrong, risk the prospect of criminal prosecution and/or risk losing their jobs.

CONCLUSION

In the light of HASPEV and the supplementary guidelines, LEA schools and teachers need to review their existing systems and it is anticipated many will request further training. Funding for this will have to be found. Some LEAs are already investing in this area and offering group training to teachers.

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The real emphasis is on the quality of ongoing risk assessments and the ability of group leaders and staff involved in school outings to recognise when such assessments need to be made. This can only be done effectively with comprehensive training.

Understandably there has been much debate, in particular by many of the teaching unions, that involvement in school visits with the amount of work needed is simply not worth it. The reality is that no matter what steps are in place the risks of an accident can never be eliminated. With further training and a better understanding of how to plan school visits, it is hoped there will be a reduction in the number of incidents to an even lower level than at present.

FURTHER INFORMATION

Publications of the Department for Education and Skills (DfES)

Printed copies are available on request from +44 845 602 2260, email: dfes@prologistics.co.uk and they are also available as downloadable web files (www.teachernet.gov.uk/visits).

Advice on organising educational visits can be found in the DfES's 1998 good practice guide *Health and Safety of Pupils on Educational Visits* (DfES/HSPV2/1998). This can be downloaded at www.teachernet.gov.uk/visits together with the following supplements, produced in 2002:

- *Standards for LEAs in Overseeing Educational Visits*
- *Standards for Adventure*
- *A Handbook for Group Leaders*
- *Group Safety at Water Margins*

Health and Safety: Responsibilities and Powers, sent to all schools and LEAs in December 2001 (DfES/o803/2001), can also be downloaded at www.teachernet.gov.uk/visits

Supporting Pupils with Medical Needs Good Practice Folder (DfES/PPY194), can be downloaded at www.dfes.gov.uk/medical/

Guidance on First Aid for Schools (DfES/PP3/34348/698/254), can be downloaded at www.teachernet.gov.uk/Management/guidance/firstaid/

Group safety at water margins published by the Central Council of Physical Recreation (CCPR). Copies can be obtained from DfES Publications on +44 845 602 2260, quoting publication code 0270/2003, or downloaded from www.teachernet.gov.uk/visits or www.ccpr.org.uk

Curriculum Division of the DfES has also been working with HSE, RoSPA and others to produce *Safety Education: Guidance for schools*. This is available on the web at www.teachernet.gov.uk/Management/guidance/safetyeducationguidance/

Although the guidance is aimed at schools, there are references to learning about safety in adventure, including an outdoor education case study on page 19.

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Department of Health Guide to the Protection of Children Act 1999 is at www.doh.gov.uk/pdfs/childprotect.pdf

LEA Outdoor Education Advisers' Panel (2002) *Overseas Expeditions: A guide to current good practice* – for LEAs, city and county councils, and other interested bodies, when producing policies and procedures to inform and guide their employees.

Adventure Activities Licensing Authority, 17 Lambourne Crescent, Llanishen, Cardiff CF14 5GF. Tel: +44 29 2075 5715, fax: +44 29 2075 5757, website: www.aala.org

In 1996 it became a legal requirement under The Activity Centres (Young Persons' Safety) Act 1995 for providers of certain adventure activities to undergo inspection of their safety management systems and become Registered as licensed.

This licensing scheme applies only to those who offer activities to young people under the age of 18 years and who operate these activities in a commercial manner.

Generally, licensing applies to these activities only where they are done in remote or isolated environments, e.g. climbing on natural terrain requires a licence, climbing on a purpose-built climbing wall does not. A licence is not required for:

- voluntary associations offering activities to their members (e.g. scout groups, local canoe clubs, etc.)
- schools and colleges offering activities only to their own pupils or students
- activities where youngsters are each accompanied by a parent or legally appointed guardian (does not include, teacher or youth leader).

The licensable activities include:

- climbing (on natural outdoor features)
- watersports (on most lakes, fast-flowing rivers and the sea)
- trekking (in remote moorland or mountain areas)
- caving and rock climbing.

If you wish to send your child, or a child in your care, to an activity centre/provider you can call the Adventure Activities Licensing Authority and they will tell you if the centre is registered.

More information about the licensing scheme is available in the Health and Safety publication entitled *Guidance to the Licensing Authority on The Adventure Activities Licensing Regulations 1996* (available from HSE Books – tel: +44 1787 881165).

Further sources

OCR Certificate in Off-Site Safety Management

Oxford Cambridge and RSA Examinations (OCR) www.ocr.org.uk

This qualification has been designed to recognise candidates' knowledge, understanding and skills in planning and evaluating the safety aspects of off-site activities. Developed in partnership with the British Association of Advisers and Lecturers in Physical Education and the College of St Mark and St John, it addresses the content of recent legislation in this area and provides an opportunity for candidates to explore the application of the legislation in practical situations. The qualification is appropriate for those working in a range of different situations where they are responsible for taking children, young people and adults out of their everyday environments, e.g. educational visit coordinators, teachers, youth leaders and university lecturers, who are involved in activities such as geography fieldwork, adventurous outdoor

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pursuits and cultural visits. Candidates are required to have attended a course at an approved centre before they can be entered for assessment. Approved centres include:

- RGS–IBG Expedition Advisory Centre. Website: www.rgs.org/eacseminars
- Plas y Brenin. Website: www.pyb.co.uk

The Protection of Young People in the Context of International Visits

Revised 2002. Available from: Wendy Laird, Publications Unit, City of Edinburgh Council, Edinburgh Department, Level 2, Wellington Court, 10 Waterloo Place, Edinburgh EH1 3EG. Tel: 0131 469 3328, fax 469 3311, email: Wendy.Laird@educ.edin.gov.uk

The Coastguard. Website: www.mcagency.org.uk

Child-Safe. Website: www.child-safe.org.uk

A website set up by the Avon and Somerset Constabulary's Child-Safe Project.

Royal Society for the Prevention of Accidents. Website: www.rospa.com

Their website includes *Health and Safety at School Guidance* in the Safety Education section, covering:

- *School Trips – Part 1*: this will enable you to gain further understanding of your legal obligations and responsibilities in connection with school visits and trips.
- *School Trips – Part 2*: covers trips involving activities with a higher risk, and visits to foreign countries.
- *Minibus Safety 1*: this guide will enable you to understand your legal obligations and responsibilities in relation to pupils and staff using the school minibus.
- *Minibus Safety 2*: a useful pre-drive safety checklist and advice for operators, parents and children.
- *Minibus Safety: A code of practice*: www.rospa.com/pdfs/road/minibus.pdf
- *Framework for a School Health and Safety Policy*: some key headings and discussion prompts for developing a whole school health and safety policy.
- *Safety and Disaster Management*.

And factsheets on *Water and Leisure Safety*.

Safe Sport Away: A guide to good planning

Amateur Swimming Association and NSPCC, 2001.

Available from De Brus Marketing services. Website: www.debrus.co.uk

See also www.sportprotects.org.uk

Commonwealth Youth Exchange Council. Website: www.cyec.org.uk

Publications include *Crossing Frontiers: A guide for youth leaders taking groups abroad*. This activity pack aims to introduce key issues through practical, interactive exercises for young groups planning Commonwealth and international exchanges. It is also helpful for leaders of groups who are interested in world development issues and international understanding.

Young Explorers' Trust (YET). Website: www.theyet.org

Safe and Responsible Expeditions

Incorporating *Guidelines for Youth Expeditions*, revised edition 2002. These can be purchased or downloaded from either the YET or the RGS–IBG website www.rgs.org/eacpubs