

**St Matthew's
Church of England
Primary School**



**Educational Visits
Policy**

This policy is to be used alongside the *Sandwell MBC Policy & Procedure for Offsite and Out of Hours Educational Activities*.

Roles and responsibilities

OEAP National Guidance sets out clear and detailed responsibilities and functions of specific roles (appendix 1). The following roles identify all stakeholders involved with a brief summary of responsibilities:

- Governing body: critical friend to Head teacher and EVC; approves school's policy.
- Head teacher: approves all visits; ensuring all staff are competent to supervise visits.
- Educational Visits Coordinator (EVC): trained as EVC (including revalidation training); ensure that all activities and visits meets guidance requirements; ensure policies and procedures are regularly reviewed; provide training for visit leaders on use of EVOLVE; provide up to date knowledge for all stakeholders.
- Visit leader: overall responsibility for supervision and conduct of the visit; conduct preliminary research into visit/activity; provide parents/carers with details of activities children will be participating in; complete risk management or risk assessment; submit approval request for visit/activity using EVOLVE.
- Deputy leader: meet the responsibilities specifically allocated; lead the visit in the absence of the visit leader; be part of the risk management/assessment of the visit.
- Helpers and Volunteers (including staff, governors and parent helpers): be clear about assigned role and responsibilities whilst supervising; must have a DBS clearance.
- First aider: be a trained first aider; ensure the first aid kit is complete; administer first aid required to the level of training; be clear about assigned role and responsibilities whilst supervising.
- Adults providing 1:1 support: be clear about their role and responsibilities whilst supervising named pupil (this may involve seeking further information from parent/carers, class teacher or SENCO).
- Parents/carers: provide up to date emergency contact details and consent to child participating in visit/activities (accurate, detailed information about activities/visit to be presented in letter to parents).

EVOLVE

Sandwell MBC uses an online system for notification and approval called EVOLVE (www.sandwellvisits.org.uk). ALL visits should be recorded on this system by the visit leader and submitted to the EVC and Head teacher for approval.

Risk management and risk assessment

Department for Education guidance (2011) states, "a written [risk] assessment is not needed for every activity". To be clear, risks and control measures should always be considered but a written risk assessment is not always necessary.

Visits which are risk managed MUST be recorded on the EVOLVE online system and submitted to the EVC and Head teacher for approval.

A written risk assessment *is required* in the following circumstances:

1. Where a trip or activity involves any component of adventurous activity (appendix 2)
2. Where a trip involves an overnight stay
3. Where a trip is taking place wholly or partly overseas
4. Where a trip involves EYFS pupils

Risk assessments should be completed using the risk assessment proforma (appendix 3): Risk_Assessment_for_Off Site_Out_of_Hours_Activity (available on the EVOLVE system).

Supervision

ALL visits must be supervised with a minimum of two adults, one of whom must be first aid trained.

The following are the minimum ratios for supervision:

- EYFS – 1:5
- Years 1-3 – 1:6
- Years 4-6 – 1:10/15

Documents

The following documents should be uploaded on the EVOLVE system:

- Risk assessment (appendix 3)
- Itinerary (detailing times and activities to be completed, including departure, arrival and lunch/break times)
- Letter to parents/carers (all activity details should be clearly explained)
- Signed parental consent form/AB consent form (appendix 4)

All adults (staff and volunteers) accompanying the visit should read the risk assessment and sign it as evidence that they have read the document to acknowledge that they understand the risks and their role and responsibilities.

Visit leaders (deputy leaders should be aware of where this is) should take a copy of the EVOLVE summary, risk assessment and emergency contact information (original AB consent forms) for pupils and staff. If the group are split, the adult responsible In addition, SHW012 incident report forms (available on EVOLVE and the school shared area system) should also be taken and used to record any incidents that occur and be handed in to the Head teacher/EVC on return (appendix 5).

Continuous Professional Development

All visit leaders must be trained by Sandwell MBC and will be trained by the EVC to use the EVOLVE online system. The EVC will: keep up to date with relevant information and training; pass relevant information onto relevant stakeholders; and lead INSET in school.

Inclusion and Equal Opportunities

We aim to meet the needs of all our children by providing activities available and accessible to all pupils, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Sandwell MBC advisers

The nominated Advisers in Sandwell Metropolitan Borough Council are:

Aileen Barlow

Telephone: 0121 569 8152

Mobile Number: 07920 757479

E-mail: aileen_barlow@sandwell.gov.uk

Christina Grange

Telephone: 0121 569 8152

Mobile Number: 07767 311497

christina_grange@sandwell.gov.uk

Education Visits Policy to be reviewed in 2016.

Appendix 1: Roles and responsibilities (adapted from OEAP National Guidance: <http://oeapng.info>)

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. However, employees are required to take reasonable care and to cooperate with their employer.

Member of a Governing Body

Your role as a member of a school governing body is to enable and ensure; otherwise described as being a critical friend. You should make sure that:

- You have a clear understanding of whether the management board or governing body is the direct employer of establishment staff; in which case the body will carry the same responsibilities as those of a Director of Children's Services.
- You have an understanding of how Outdoor Learning, off-site activities and visits support a wide range of outcomes for children and young people.
- You have access to this guidance as well as your establishment policy, and a training package to support it.
- Establishment policy clarifies your involvement in the approval process for off-site activities and visits.
- There is an EVC in place that meets with employer requirements.
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements.
- The establishment visit policy supports the principles of inclusion.
- There are monitoring procedures in place.

Head Teachers

As a Head, you should ensure that:

- You are familiar with your Employer's policies for outdoor learning, off-site visits and Learning Outside the Classroom.
- All activities and visits comply with this guidance and are notified or submitted for formal approval as required.
- You have ascertained that all staff involved are competent to carry out the responsibilities they are allocated.
- You have clearly designated either yourself or a suitable member of staff as the EVC and that the designated person meets your Employer's requirements, including undertaking EVC Training as recommended or required.
- When you take part in a visit or activity, you and other members of the Visit Leadership Team are clear about your role. If you are not leading the visit, you should follow the instructions of the designated Visit Leader (who should have sole charge of the visit).
- Suitable child protection procedures are in place, including vetting at an appropriate level of all adults including volunteers, helpers and visitors.
- Decisions need to be made about when these adults are engaged in regulated activity and so should be subject to appropriate Disclosure and Barring Service (DBS) checks – see the document 'Vetting and DBS checks' in section 3 of this guidance.
- The EVC and Visit Leadership Teams are appropriately trained and competent to carry out such tasks as they are allocated.
- You have assigned sufficient time for staff to organise activities and visits properly.
- You support an apprenticeship/succession planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs.
- You support your EVC in ensuring that all activities and visits are effectively supervised with an appropriate level of staffing.
- You support your EVC in ensuring that information has been shared with parents and that consent has been sought where necessary.

- Arrangements have been made for the medical needs and special educational needs of all participants and staff.
- Inclusion issues are addressed.
- Suitable transport arrangements are in place and meet any regulatory requirements.
- Insurance arrangements are appropriate.
- Details related to off-site activities and visits (including personal details of both Participants and staff) are accessible at all times to designated 24/7 Emergency Contacts in case of a serious incident.
- Arrangements are in place for the governing body to be informed of such visits as are required by your Establishment Visit Policy.
- You obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships.
- Where charges are made to Parents, these are within legal and Employer requirements.
- Proper procedures are in place to account for the finances of activities and visits.
- Establishment policy identifies the types of visit that require a preliminary visit by staff.
- Risk Management is proportionate, suitable and sufficient, and based on the 'Principles of Sensible Risk Management'. It is good practice to adopt any materials made available by your employer to reduce bureaucracy.
- Where the activity or visit involves a third party provider: appropriate checks have been made and assurances obtained; a clear contract is in place setting out what the contractor is to provide; the provider holds sufficient indemnity insurance.
- All visits are evaluated for best value, teaching and learning, quality experiences, addressing issues raised by any incident and informing of future visits.
- There are contingency plans in place to deal with changing circumstances during a visit (Plan B).
- There are suitable Emergency Procedures in place for each visit.
- Your Establishment has an Emergency Plan for off-site visits, including procedures to ensure that parents are appropriately informed in the event of a serious incident.
- Serious incidents are reported to the employer as required by your employer's guidance, meeting the requirements of RIDDOR.

Educational Visits Coordinator (EVC)

As an EVC, your key functions should include:

- Ensuring that you have an understanding of how outdoor learning, off-site visits and Learning Outside the Classroom can support a wide range of outcomes for children and young people, and raise achievement.
- Ensuring that you have attended EVC training as recommended or required by your employer.
- Ensuring that all activities and visits meet guidance requirements.
- Ensuring that the Head/Manager and members of Visit Leadership Teams have access to training at an appropriate level to ensure that your Employer's guidance and Establishment procedures are properly understood.
- Ensuring that you have an Establishment Visit Policy. As a minimum, the policy will need to make a link between the Establishment's procedures and this guidance.
- Supporting your Head/Manager with approval of visits and other decisions.
- Supporting your Head/Manager in ensuring that all members of Visit Leadership Teams are competent.
- Monitoring of Visit Leader planning, and sample monitoring of visits.
- Organising the training of members of Visit Leadership Teams.
- Ensuring that where the Visit Leadership Team includes someone with a close relationship to a group member, there are adequate safeguards to ensure that this will not compromise group management.
- Ensuring that DBS checks are in place as required.

- Ensuring that establishment policy provides sufficient guidance to Visit Leaders about information for parents and parental consent.
- Checking that there are 24/7 Establishment Emergency Contacts for each and every visit and that Emergency Procedures are in place.
- Ensuring that medical and first aid issues are addressed.
- Ensuring that emergency arrangements include Emergency Contact access to all relevant records, including medical and next of kin information for all members of the party, including staff.
- Ensuring that individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with Employer requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
- Ensuring that policies and procedures are reviewed regularly. A review should follow any serious incident or systems failure. Risk management documentation must be updated if necessary.
- Ensuring that there is an Establishment procedure for recording “near accidents/near misses”, including any resulting learning points and action.
- Ensuring that you keep your knowledge up to date via EVC update processes and EVC Revalidation courses as recommended or required.

Visit or Activity Leader

The Visit Leader has the overall responsibility for supervision and conduct of the visit. To ensure accountability and to avoid potential confusion, a single Visit Leader should be appointed. If this role changes during a visit, a clear handover should be made. The key requirements for Visit Leaders are that they must be accountable, and competent and confident to lead the visit/activity, not that they hold a particular post, title or job description. Being accountable means that the Leader has been engaged through an appropriate recruitment process, which includes vetting and induction into the establishment’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 should be thorough. Being competent means that the Leader has demonstrated the ability to operate to recognised standards of good practice, and has sufficient relevant experience and knowledge of the group, the activity and the venue. There are several ways of demonstrating competence. These include:

- Providing evidence of holding relevant qualifications, including any specific qualification required by the law, the employer or the establishment (e.g. in First Aid).
- Providing evidence of having undertaken appropriate training. Visit Leaders and their deputies are strongly recommended to undertake any Visit Leader training provided by their employer, and should be aware that some employers make this a requirement.
- Providing verified evidence of relevant experience. Where a Leader wishes to lead an adventure activity, their competence should be confirmed by a robust verification process, such as:
 - Holding a National Governing Body leadership/coaching award at an appropriate level.
 - Being "signed off" by a suitably qualified Technical Adviser appointed by the employer.
- Being confident means, not only being fully aware of their abilities, but also of their limitations.

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

- Liaise with your establishment’s Educational Visits Co-ordinator (EVC) and ensure that your respective roles are clear.
- Be formally approved to carry out the visit.
- Be specifically competent.
- Plan and prepare for the visit, taking a lead on risk management. It is good practice to involve all staff in the planning and risk management process to ensure wider understanding. It is also good practice to involve young people in these processes wherever appropriate.

- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, appointing a deputy wherever possible.
- If the staff team includes someone with a close relationship to a member of the group, ensure there are adequate safeguards so that this will not compromise group management.
- 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 supporting staff, including about the nature and location of the visit and about the participants (including 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 young people, and arrange pre-visit information meetings where appropriate.
- Make sure there is access to first aid at an appropriate level.
- Ensure the activity/visit is effectively supervised.
- Ensure that all staff 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 imperative to avoid 'grey areas', so 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 staff should consider stopping 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.

Assistant/Deputy Leaders

If you are an Assistant Leader (deputy leader or assistant supervisor), you must be specifically competent to carry out that role. Being competent requires that you can demonstrate, as far as is necessary, the ability to meet the responsibilities specifically allocated to you and the ability to operate to current standards of recognised good practice, with:

- Appropriate knowledge and understanding of your Employer's guidance, Establishment procedures, the group, the staff, the activity and the venue. Structured and Employer-approved training should reinforce this.
- Appropriate experience to fulfil the role allocated to you.
- Any required qualifications, such as in First Aid.

Where an Assistant Leader wishes to lead an adventure activity, their competence should be confirmed by a robust verification process, such as:

1. Holding a National Governing Body leadership/coaching award at an appropriate level.
2. Being recognised as competent through a "signing off" process by a suitably-qualified Technical Adviser appointed by the employer.

As an Assistant/Deputy Leader, you should:

- Be sufficiently competent and confident to take over if the Visit Leader is incapacitated.
- Be specifically competent and knowledgeable about establishment and employer policies/procedures, in so far as they affect the responsibilities you have been assigned.
- Ensure that you have been sufficiently 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 these integrate with other staff and especially that of the activity/visit leader.
- Ensure that you are clear about any arrangements to hand-over and handback responsibility for supervision between members of staff and to/from any third-party provider.
- Ensure that staff and other supervisors have been appropriately briefed on:

1. the young people making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the context of the planned activities.
 2. the nature and location of the activity.
- Contribute to the ongoing monitoring of all aspects of the activity/visit, including the quality of any activities provided by a third-party provider.
 - Contribute to the evaluation of the activity/visit after the event.

Helpers and Volunteers

A Helper is an adult who has an agreed role during a Visit, but who is not a Visit Leader, Assistant Leader, Activity Leader or Participant. For example, a Helper might be: an inexperienced member of staff; a Parent; an apprentice, student or trainee; or a carer. Helpers and Volunteers 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. 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/Volunteer, 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 establishment and employer 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 avoid assigning to you a leadership role that gives you direct responsibility for your own child.

Guidance for those in a position of Parental Authority Consent

Schools are not required to obtain parental consent for activities or visits that take place wholly in normal school hours, unless the child is of nursery-age. However, where such activities will take place beyond the school gate, it would be a reasonable expectation that parents are informed of such activities - this might be through a school prospectus, a newsletter or general information letter.

Parents should expect to be able to make an informed decision about whether their child should take part in an activity or visit outside normal school hours, and that the school will provide full information. This information should be in writing and, for more complex activities (such as residential visits, overseas visits, visits involving adventurous activities and visits where there will be remote supervision) it is good practice for parents to be invited to a pre-visit briefing session where they can ask questions and ensure that they have a proper understanding of what they are consenting to. The information will not necessarily be provided in a single document. However, before the visit takes place, parents should feel assured that, through written communication and briefing opportunities, they have details that include:

- Dates of visit.
- Visit aims, objectives and expected learning outcomes.

- Times of departure and return.
- The location where young people will be collected and returned.
- Mode(s) of transport and name of any travel company facilitating the visit.
- Size of the group.
- Level of staff supervision and whether any remote supervision will be taking place.
- Young people's responsibilities for their own health, safety and wellbeing.
- Accommodation details.
- Arrangements for dealing with young people who become ill.
- Arrangements for providing for special educational and medical needs, and disabilities
- Name of the Visit Leader and minimum number of accompanying staff.
- Full range of planned activities.
- Clothing and equipment requirements.
- Insurance arrangements.
- Pocket money recommendation.
- Costs and cancellation terms.
- Emergency contact details.
- Policy regarding use of mobile phones and other electronic devices by the young people.

What you can expect

- To be given information about any pre-visit preparation where you need to take an active role. This would include ensuring that your child has a proper understanding of behavioural expectations as set out in any Code of Conduct (where appropriate). Both the young person and the parents need to have a clear understanding of the sanctions that might be imposed where required standards are not met.
- To be given clear information about the arrangements for sending a young person home early (when there has been serious failure to meet the required standards of behaviour), or collecting a young person before the end of a visit (when they have become ill) and how any costs will be met.
- To be asked to provide the Visit Leader with emergency contact numbers, where you, or an appropriate person, can be contacted 24/7 during the period of the visit.
- To complete a form requesting information about your child that the Visit Leader, and their assistant leaders, may need in order to fulfil their responsibilities under their professional duty of care. This will include information that may be regarded as sensitive, but is nonetheless necessary. It may need to cover:
 - Physical, psychological and emotional health
 - Allergies
 - Phobias
 - Medication (including dosage and who may administer)
 - Special dietary requirements
 - Details of recent illness and/or contact with contagious or infectious disease
 - Toileting difficulties
 - History of sleepwalking
 - Water confidence and swimming ability.
 - Religious requirements.
- To sign a medical consent form, requiring parental authority for their child to receive emergency treatment, including administration of an anaesthetic or blood transfusion.
- To give specific consent to cover a situation where a young person might be transported in a private car (whether it belongs to an adult leader, or belongs to another young person).
- To be able to establish indirect contact with your child in the event of a home emergency. This will probably be by an emergency contact phone number provided by the Visit Leader.
- To be informed of a group's safe arrival. This will most commonly be by means of a "telephone tree" that disseminates the information through a pre-arranged "cascade", made known to parents before the visit.

Appendix 2: Revised list of 'high risk' activities requiring LA approval

Climbing	Rock climbing Ice climbing Gorge Walking Ghyll scrambling Sea Level Traversing / Coasteering Abseiling
Trekking	Mountaineering Hill walking (open country) Fell Running Orienteering (open country) Cycling (open country)
Caving	Caving Potholing Mine Exploration
Watersports	Canoeing Kayaking Dragon Boating Wave Skiing Rafting Sailing Sail Boarding Wind Surfing Water Skiing Powered Safety / rescue Craft Snorkel / Aqua Lung Open water swimming Swimming in private pools
Snowsports (inc Dry Slopes)	Skiing Snowboarding Tobogganing
Others	Camping inc Bivouacking (open country) Air Activities (excluding commercial flights) Shooting Archery Motor sports including Go-Karts and Quad Bikes Ropes Courses Paintballing Horse Riding / Pony Trekking

'Open country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Please contact the local authority if you think this may apply.

Appendix 3: Risk assessment



Risk Assessment for Off-Site/Out of Hours Educational Activity

Completion of this Risk Assessment is **mandatory** and it should also be submitted for LA approval. Please send the form to the Education Visit Adviser at least 6 weeks before the visit/activity takes place.

Complete all sections. If a particular section does not apply write “not applicable” but do not leave blank.

Risk Assessment and Management Record – Offsite Activities and Educational Visits			
School/Group:	Venue/Purpose:	Date(s):	
Leader: Deputy Leader:	Other Staff:	No of Boys: No of Girls:	Ratio:

Identifying Significant Hazards (Assessing the Risk)	1 – 5* (Rating the Risk)	Control Measures (Reducing the Risk)	Persons Responsible
Transport:			
Site, Environment & Accommodation:			
Group:			
Activities:			

Other Significant Hazards	1 – 5* (Rating the Risk)	Control Measures	Persons Responsible

Alternative Plans (“Plan B”/”Plan C”) (Activities must be risk assessed and have parental consent)		
Ongoing Risk Assessment	1. Apply control measures are	2. Monitor how effective they are
3. Change, adapt, revise as required		
<i>Emergency Home Based Contacts and Procedures</i>		
Review Comments		
Completed:	Date:	I confirm that this risk assessment has been shared with all accompanying adults and, where possible and in an appropriate manner, with participants.
Signed:	Group Leader:	

*1 = Very unlikely/first aid injury or illness

2 = Unlikely/minor injury or illness

3 = Likely/3 day injury or illness

4 = Very likely/major injury or illness 5 = Almost certain/fatality, disabling injury or illness

Appendix 4: Parental consent (AB Consent Form for Specific Consent)



Children & Families

SPECIFIC CONSENT FORM FOR OFF-SITE & OUT OF HOURS ACTIVITIES

Data Protection Act, 1998

The information that you supply on this form will be used by the Local Authority for the purpose of maintaining and improving the level of service given for young people within Sandwell MBC. All information is regarded as confidential and any data collected via this form will be processed or disclosed only within the limits of the data protection notification. Data may be shared within the Local Authority Service Areas.

School/Group:

Visit to:

Date and times:

I consent to:

(full name)

taking part in this visit and have read the accompanying information. I agree to him/her participating in the activities described. I acknowledge the need for him/her to behave responsibly throughout the visit and to follow any rules and instructions given. I also acknowledge that if I decide not to send my child on this visit after I have paid or if my child's behaviour results in his/her exclusion from the visit that I may not receive a refund.

(Where a visit includes water based activities, parents should be consulted as to their child's swimming ability/level of water confidence. Where a visit includes periods of remote supervision or travel in a private vehicle, parents should be asked for their permission for this)

Medical information about your son/daughter:

Date of birth:

(dd/mm/yy)

Does your child suffer from any condition requiring regular treatment?

Yes

No

If yes please give details:

If you have answered yes do you give your permission for the staff to administer the medication should this be necessary?

Yes

No

Has your child to the best of your knowledge been in contact with any infectious or contagious diseases or suffered from anything that may become infectious or contagious in the last three weeks?

Yes

No

If yes please give details:

Is your son/daughter allergic or sensitive to any medication? eg penicillin

Yes

No

If yes please give details:

Has your son/daughter had any serious medical condition in the last few years that we should know about?

Yes

No

If yes please give details:

Has your son/daughter been immunised against tetanus?

Yes No

Date of last injection:

Please outline any dietary needs or food allergies:

Name of child's doctor:

Address:

Post code:

Tel no:

I will inform the Visit Leader/Head Teacher/Principal/Manager as soon as possible of any changes in the medical or other circumstances between now and the commencement of the visit.

Emergency Contact Details

I may be contacted by telephoning one of the following numbers:

Day:

Ev:

Mob:

Home Address:

Alternative Emergency Contact

Name

Relationship:

Tel: Day

Ev:

Mob:

Address:

Declaration

I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic, as considered necessary by the medical authorities present.

I agree to my son/daughter receiving a blood transfusion if considered necessary by the medical authorities present.

I understand that I may ask to see a copy of the insurance cover provided in order that I might appreciate the extent and limitations of the policy.

Signed:

(Parent/Guardian)

Print Name:

Date:

NB: This form should only be signed by a parent or an individual who holds legal responsibility for the child concerned

This form should be taken on the visit by the Visit Leader and a copy retained at base while the visit takes place. One set of these copies should ultimately be retained in the Evidence File.

Appendix 5: SHW012 Incident report form

Data Protection: The information you are providing will be entered into an incident recording database to provide statistical and trend information across Sandwell Metropolitan Borough Council. The information may be shared for the purpose of meeting the Council's obligations under the law and will be treated confidentially.

PART A – TO BE COMPLETED BY, OR ON BEHALF OF, INJURED OR AFFECTED PERSON (form to be completed by an employee for a member of the public or pupil)

1. DETAILS OF INJURED OR AFFECTED PERSON

Last name:		Check no (SMBC employees only):		
First name(s):		Job title:		
Home address:		Usual workplace:		
Post code:		Works telephone no:		
Date of Birth:		Male/Female	Line manager:	
Is the injured or affected person a (<input checked="" type="checkbox"/> tick one box only):				
Sandwell MBC employee <input type="checkbox"/>	Member of the public <input type="checkbox"/>	Contractor <input type="checkbox"/>	Pupil or service user <input type="checkbox"/>	Voluntary worker <input type="checkbox"/>
For SMBC employees: which Directorate or School do you work in, or who is your Head of Service or Head Teacher?				
For contractors: what is the name of the company?				

2. DETAILS OF INCIDENT

What type of incident are you reporting (please tick one box)?		
Accident <input type="checkbox"/>	Violence/Aggression <input type="checkbox"/>	Near Miss <input type="checkbox"/>
Date	Time am/pm	Was there an injury? Yes/No
Describe the injury: (state left or right as appropriate)		
Address where the incident happened:		
Exact location of incident:		
Describe the incident fully stating what happened and how, continue on an attached sheet if necessary:		
Names and addresses of witnesses (if any):		

