Glusburn Community Primary School
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Reg Charity No 1060322
Headteacher Mrs. K.Smith

This policy was adopted by the Governing Body on	JANUARY 2024
This policy is scheduled for review on	JANUARY 2027
This policy will be amended sooner if a new policy is suggested by North Yorkshire Council prior to the review date.	

Introduction

This policy sets out the establishment procedures within which all employees must operate. Further details can be gained by referring to the Employer Policy as detailed in Section 2.

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

Learning beyond the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.

It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

Scope and responsibilities

This policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision.

The Headteacher [has appointed an] or [retains the role of the] Educational Visits Co-ordinator. They will have the training and experience to enable them to competently discharge their responsibilities as listed in The Employer Policy.

The Educational Visits Co-ordinator is: Mr Bithell

Administrative tasks will be carried out by: School Office

Establishment policy and procedures

The NYCC Policy for Educational Visits, Outdoor Learning and Adventurous Activities (March 2018) is the employer's policy. Specific local procedures will be in line with, but not duplicate this policy.

Where there is conflict with non-statutory guidance or advice from other sources the employer policy will take precedence with clarification sought from the Headteacher, and if required from North Yorkshire Educational Visits Advisory Service.

Consent

Routine acknowledgement: Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits and activities which are a part of our normal educational provision during the school day and information regarding the nature of the types of visit will be included acknowledgment request. We will always aim to fully inform parents by letter, Dojo, email or school website of the nature of each visit, activity or series of a similar nature, remind parents that they have acknowledged this, and give opportunity to update information and emergency contact details. On occasions a curriculum opportunity may become available at short notice and we will always aim to notify parents that their child will be offsite but this may not be possible.

Non-routine consent: Written consent which may be electronic via **Office Forms** will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents by letter, Dojo, email or school website of the nature of each visit, activity or series of a similar nature.
Specific consent: Written consent which may be electronic via **Office Forms** will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities. We will fully inform parents by letter, Dojo, email or school website of the nature of each visit, activity or series of a similar nature.

Medical information: We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed.

Staff competence

Records will be kept of induction, training, relevant qualifications and competence using the 'My Details' section of Evolve.
To ensure sustainability of important visits deputy leaders will be appointed in order that contingency plans can be put in place should a visit leader be indisposed.

EVC Training

The Educational Visits Co-ordinator will attend appropriate training and revalidation as required by the employer.

Visit Leader Training

Visit leaders will be approved by the Headteacher and will have attended appropriate training as required by the employer.

Planning and approval procedures

Visit leaders should follow the employer policy, establishment policy, guidance, local procedures and standard assessments of risk.

Risk management is a vital part of planning and assessing benefits and risk associated with visits and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a visit or activity in order that young people can be kept safe from harm. Generic or event specific risk assessments will be used to record significant findings.

External providers: Wherever possible visit leaders will gain credible assurances of health & safety management systems and quality provision through a Learning Outside the Classroom Quality Badge. Alternatively, assurances will be gained through a Provider Statement as detailed in the employer policy

Visit Planning and Management System

A web-based system is used to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the Educational Visits Co-ordinator.
The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Refer to local procedures and guidance regarding the establishments' use of these categories.
Approval of visits will be made as detailed below. Initial approval in principal will also be gained as required in the employer policy.

Governing Body:
The governing body has a strategic role to set the vision and direction of the school and has responsibility for its educational and financial performance. To enable this it will hold the Headteacher to account by oversight of learning beyond the classroom opportunities to ensure that the educational experiences are of high quality, that best value is obtained and financial regulations are adhered to.

Adviser: Visits abroad and all self-led adventurous activities regardless of location. (As detailed in guidance).
Headteacher (Katie Smith): Visits abroad, all adventurous activities, residential visits and non-local day visits
Educational Visits Co-ordinator (Mr Bithell): local walking visits, bike ability training, local sports fixtures and local swimming visits.

	Planning/Recording Process	Risk Management	Final Approval
On-site/Local Learning Area/Local Area Visits	Record Local visits on Evolve but visits to South Craven School do not need recording on Evolve.	LLA risk management supplemented by specific documentation where necessary	EVC/Head

Day Visit outside Local Learning Area	Recorded on Evolve	School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	EVC/Head
Overseas	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Adviser
Residential	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Adviser
Adventure, provider led	Recorded on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	Adviser
Adventure, self-led	Recorded on Evolve	Local Learning Policy/Specific Risk Management	Adviser

Incident Management

In the case of an incident during a visit all members of staff will follow the establishment's incident management plan as detailed in the appendix.

Monitoring of visits and procedures

Governors will monitor the implementation of this policy by acting as a critical friend in monitoring the implementation and effectiveness of the policy.

The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.

Charges for Off-site Activities and Visits

Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with DfE guidance. Reference should also be made to the school's Charging Policy.

Inclusion & SEND

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaption or modification and integration through participation with peers.

We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. Reference should also be made to the school's SEND Policy.

Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues
- Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in employer and school policies and local procedures. Reference should also be made to the school's Child Protection Policy.

Insurance

Young people participating in visits and activities will have annual travel insurance provided under an annual Schools Journey Insurance policy through NYCC. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by your employer.

Appendix - Local Learning Area

Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: e.g.

- Glusburn Park
- South Craven School
- Sutton Park/Cenotaph
- Glusburn Cenotaph
- Glusburn Institute
- Mill (Cirteq)
- Care Homes
- Glusburn Library
- Kildwick Church
- Local Churches
- Local Primary Schools

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure. Visits to South Craven School are frequent with a very safe walking route. These visits will not be recorded on Evolve.

Operating Procedure for visits to the Local Learning Area

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

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, dog faeces etc).
- The A629 is a busy road but there is an underpass to allow safe crossing to Kildwick

These are managed by a combination of the following:

- The Head, Deputy/EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.

- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- Use all pedestrian crossings and underpass if available

APPENDIX 2: **Role-specific Requirements and Recommendations**

OEAP National Guidance sets out clear and detailed responsibilities and functions of specific roles:

Headteacher

- 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 leaders are appropriately competent, confident and accountable 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.
- Where needed, you have access to expert advice such as from an accredited outdoor education adviser.
- Outdoor learning is included within the process of self-evaluation providing evidence that may support how it contributes towards school improvement and overall effectiveness.
- 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 Disclosure and Barring Service (DBS) checks – see document 3.2g 'Vetting and DBS checks'
- You have assigned sufficient time for leaders 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 leadership, information has been shared with parents and consent has been given if required
- 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 leaders) 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.
- You obtain best value. 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 visit finances.
- Establishment policy identifies the types of visit that require a preliminary visit by staff.
- Risk Management is proportionate, suitable and sufficient.
- 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. See also 4.4h 'Using external providers and facilities'.
- All visits are evaluated against the visit objectives. Evaluation should also cover 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 and 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

- 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 school/establishment effectiveness.
- 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 aspirant leaders, supporting their ongoing development and training and sample monitor their activity to identify any further training needs.
- Ensure that planning complies with your employer's requirements and that the arrangements are ready for approval within agreed timescales.
- Support your Head/Manager and Governors/Trustees in approval decisions so that all those with responsibility have the competency to fulfil their roles.
- Ensure that 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 employer's requirements.
- Keep your Senior Leadership Team and Governors/Trustees informed about the visits/outdoor learning taking place and its contribution to school/establishment effectiveness. (See also document 5.1d 'Ofsted Inspection and Outdoor Learning' and 3.4p 'Ofsted Inspector').

Visit or Activity Leader

The Visit Leader has overall responsibility for the learning, development and supervision of the participants and the safety of all, including the rest of the leadership team. The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. Employees are required to take reasonable care and to cooperate with their employer by complying with the employer's policy and guidance. 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 and, if this role changes, there should be a clear handover.

See section 8 for **Assessment of Leader Competence.**

Assistant Visit leader

- 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 (including parents)

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.

Refer to individual OEAP NG documents headed as above.

APPENDIX 3: Charges for Off-site Activities and Visits

Glusburn Community Primary School Governors take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

General Principles

Schools and local authorities **must not charge** for:
• education provided during school hours.
• education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
• transport provided in connection with an educational visit.

It should be noted that 'part of the National Curriculum' is not restricted to learning outside the classroom experiences that are specifically subject based (e.g. geography or science fieldwork) but includes, for example, activities designed to fulfil requirements under the National Curriculum 'inclusion statement'.

Schools and local authorities **may charge** for optional extras, which include:
• education provided outside of school time that is not:
a) part of the National Curriculum.
b) part of a syllabus for a prescribed public examination that the pupil is
being prepared for at the school.
c) part of religious education.
• board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those which qualify children for Free School Meals).

Definition of "School Time" and "Non-school Time"
Where an activity or visit takes place partly during and partly outside normal school hours, the Education Act 1996 prescribes a basis for determining whether the activity is deemed to take place either "in" or "out" of school hours. This depends first on whether the venture is residential or non-residential.

Single Day (Non-Residential) Activities
A non-residential activity is deemed to take place during school hours if 50% or more of the activity occurs during school hours (including any travelling). Where less than 50% of the activity falls during school hours, the venture is deemed to take place in non-school time. An example might be an activity that requires pupils to leave school an hour or so earlier during the afternoon and which does not end until late in the evening.

Residential visits
If the number of school sessions taken up by the visit is equal to or greater than 50% of the number of half days spent on the visit, it is deemed to have taken place during school hours (even if some activities take place late in the evening).
Whatever the starting and finishing times of the school day, regulations require that the school day is divided into 2 sessions. A "half day" means any period of 12 hours ending with noon or midnight on any day.
Example 1: Visit during school hours
Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.
Example 2: Visit outside school hours
Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

Voluntary Contributions

The restrictions on charging do not prohibit the Local Authority or school from seeking voluntary contributions in support of an activity or visit. Such contributions must, however, be genuinely voluntary. Consequently, it must be made clear to parents that there is no obligation to contribute, and students must not be treated differently according to whether or not their parents have made any contribution.

It is important to provide written information to Parents. This should explain the nature of the proposed activity or visit, the likely value in educational terms and the financial contribution per student which would be required if the activity were to take place. The information should emphasise that there is no obligation to contribute and that no student will be excluded because parents are unwilling or unable to contribute. **However, it must be made equally clear whether the activity or visit is likely to be cancelled if there are insufficient contributions.**

There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus voluntary contributions may be used to subsidise students of lesser means and to pay the travel and accommodation costs of accompanying teachers.

Summary of Permissible Charges

The extent to which charges may be levied is dependent upon the answers to the following questions:

1. Is the activity or visit regarded as a statutory requirement?
2. Is the activity or visit to be held in school time?

If the answer to either question is “yes”, the only charges that may be levied relate to the cost of board and lodging. No charges may be levied for either the travel or the educational activities.

If the answer to both questions is “no”, the activity or visit is an "optional extra" and the full cost may be levied. However, any charge made in respect of individual pupils must not exceed the actual cost of providing the activity or visit, divided equally by the number of pupils participating. It must not therefore include an element of subsidy for any other pupils wishing to participate whose parents are unwilling or unable to pay the full charge.

Refer to OEAP NG document: “**Charging for school activities**”

APPENDIX 4: Vetting and Disclosure and Barring Service (DBS) Checks

Glusburn Community Primary School staff who work in regulated activity must undergo an enhanced DBS check as part of their recruitment process.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.
The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Additions advice and guidance can be obtained from: https://www.gov.uk/government/organisations/disclosure-and-barring-service

APPENDIX 5: Requirement to Ensure Effective Supervision

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is "effective". Effective supervision should be determined by proper consideration of:

- age (including the developmental age) of the group;
- gender issues;
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions, staff competence.

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**:

- **S**taffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **A**ctivities to be undertaken: what do you want the group to do and what is possible?
- **G**roup characteristics: prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs.
- **E**nvironment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions.

Refer to OEAP NG document: "**Ratios and effective supervision**"

APPENDIX 6: Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, 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. Establishments should take all reasonably practicable measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue. Under the Disability Discrimination Act 1995, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not paced at a substantial
- disadvantage without justification.

Positive Behaviour Policy Spring 2022 extract regarding inclusion:
"It is very rare that we exclude a child from a school trip or residential visit and we always strive to make all reasonable adjustments to enable all children to access these opportunities. However, the school reserves the right to not include any child on a trip or residential visit whose behaviour may cause a threat to the safety of themselves and/or others. The school has a duty of care to all children and so no compromises can be made for children whose behaviour is a concern. Parents will be contacted early in the planning process for trips and residential visits if there is a concern about their child's behaviour in order to plan the best outcome for all."

APPENDIX 6: Transport

Careful thought must be given to planning transport to support off-site activities and visits. All national and local regulatory requirements must be followed. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers.

The Visit Leader should ensure that coaches and buses are hired from a reputable company.
Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures.

<u>Use of private cars (See Appendices)</u>
As a minimum, recorded procedures must address the following:
a) Seeking evidence that the vehicle is roadworthy. e.g. MOT certificate where relevant.
b) Seeking evidence that the driver holds an appropriate and valid licence.
c) Seeking evidence that there is a valid insurance policy covering the intended use. This requires that employees have "business use" cover.

d) Ensuring that there is explicit parental consent to transport pupils in private cars and by specified persons.
e) Ensuring that drivers properly understand their duty of care in this situation.
The driver of any vehicle transporting children or young people cannot drive and supervise at the same time. Therefore a key judgement needs to be made about the likely behaviour and individual needs of the passengers. If any of the children or young people may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted.

Refer to OEAP NG document: **"Transport general considerations"**
Refer to OEAP NG document: **"Transport in private cars"**

NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE

Validation For Voluntary Vehicle Use
For the use of staff, parents and other volunteers' private vehicles

SCHOOL

Name of Driver	**Make and Model of Vehicle**	**Registration Number**

I, the driver of the above vehicle(s), confirm that:

- I have a valid full driving licence suitable for the type of vehicle
- The vehicle(s) has a valid MOT (if required, i.e. the vehicle is over three years old)
- The vehicle(s) is serviced correctly and is roadworthy to the best of my knowledge
- I have current motor vehicle insurance covering the vehicle(s) and myself
- The vehicle(s) is fitted with front and rear seatbelts that I will ensure any children I transport will wear.
- When transporting children under the age of 12, or under 135cm, I will ensure that an appropriate child seat is used/

I understand that I am not covered under the above school's insurance for the use of my vehicle(s).

Under the terms of the Data Protection Act 1998 we must inform you of the following:

By signing this form you are giving your explicit consent to North Yorkshire County Council to process your data. The processing involved will be for the purpose of monitoring health and safety in North Yorkshire County Council in accordance with relevant legislation. This may involve the sharing of information you provide with local regulatory bodies.

I consent to North Yorkshire County Council processing the information detailed in this form. I understand that this will be used by the County Council in pursuance of its purposes and my consent is conditional upon the County Council complying with their obligations under the Data Protection Act 1998.

Signed: ..... Date:

Print Name (in capitals)