



**Shipton Bellinger School**  
**Educational Visits Policy**  
**Autumn 2024**

This policy covers all educational visits that occur outside the school premises. This ranges from walks around the locality, visitors in school and also day trips beyond the local community.

**Aims and Objectives for Educational Visits**

Educational Visits and Outdoor and Adventurous Activities are an integral part of the children's education at Shipton Bellinger Primary School. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. Offsite visits provide a variety of 'real-life' opportunities for our children enabling them to achieve a fuller understanding of the world around them through direct experience.

Shipton Bellinger Primary School aims to engage with trips and visitors to provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum.

Further to this, we aim to ensure that the educational benefits to the children are maximised and that learning is memorable. We believe that providing learning outside the classroom that can help make subjects more vivid, interesting, enhance children's understanding and contribute to their personal, social and emotional development.

This policy sets out expectations for organising a trip or learning outside the classroom. Ensuring clear organisation and control of visits which in turn leads to successful experiences and those that provide a rich, learning experience for pupils.

**Nature of Educational Visits**

The school runs a wide range of Educational Visits. These may include:

- Walks around the village of Shipton Bellinger, including to the local church.
- Half-day visits by coach to places of interest to support the curriculum.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.

**Education visits and GDPR**

All staff have received GDPR training and understand the legalities behind what data to carry and how it should be stored. Parents are notified prior to a trip what information is required and how it is used. This includes:

- Full name;
- Medical information;
- Contact telephone number in the event of an emergency.

The Group Leader will identify whether they feel a 'contact card' is more appropriate for a trip. This may then include further details about a child, which they carry on their person. Parents must consent to this prior to the outing using the permission slip attached to initial trip letter.

**Health & Safety**

The school follows the Local Authority 'Educational Visits' guidance. Guidance is taken from documentation on the Evolve system, where all proposed visits have to be uploaded and approved by staff internally. This is supervised by the local authority. Reference is also made to three further more recent documents:

- A Handbook for Group Leaders
- Standards for LEAs in overseeing Educational Visits
- Standards for Adventure

Note: The LA has an Outdoor Education Adviser, who is able to give support and advice, and who has the responsibility of approving listed Adventure Activities.

## Roles and Responsibilities

### Hampshire County Council

Hampshire County Council will, through the Outdoor Education Service, support schools in leading trips and outdoor learning by:

- providing access to advice on all aspects of visits, from ratios to adventure activities and risk assessments, in addition to written guidance and information about legal responsibilities and powers.
- managing a successful approval system - Evolve - [www.hampshireoutdoors.com](http://www.hampshireoutdoors.com)
- All open country, residential and adventurous activities/visits must be authorised by HCC.
- providing Educational Visits training, for example, Outdoor Leader training for Group Leaders and Educational Visits Leader training.
- supporting in the event of an emergency.
- sharing details of applicable insurance cover
- ensure that the management of trips and outdoor learning meets the regulations and guidance offered by Hampshire County Council, DFE and others as well as conforming to the Health and Safety policy
- ensure that all staff are provided with a copy of the Policy for Educational Visits and Outdoor Learning and are aware of the school's expectations.
- ensure that there is a clear record of staff qualifications and DBS checks in relation to Outdoor Learning.
- ensure that the establishment has robust emergency procedures in place and liaises with the Council's team should an emergency occur.
- following submission by the Group Leader and Educational Visits Leader, approve all trips and Outdoor Learning before they take place.
- Ensure that the school seeks authorisation from HCC through EVOLVE for all open country, residential and adventurous activities/visits

The **Governing Body** also has a specific role to play in all Educational Visits.

The roles for these are defined in detail in 'Standards for LAs in overseeing Educational Visits. The Governing Body is responsible for:

- ensuring that guidance is available to inform the school policy, practices and procedures relating to the health & safety of pupils on educational visits;
- ensuring that the EVC is supported in matters relating to educational visits and that he has the appropriate time and expertise to fulfil his responsibilities;
- asking questions about a visit's educational objectives and how they will be met;
- ensuring that visits are approved as necessary by the LA before bookings are confirmed;
- ensuring that the EVC has taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit;
- ensure that they review procedures with the EVC on an annual basis.

The school's **Educational Visits Co-ordinator (EVC)** is Kate Warland and Emma Webber. The function of the EVC is to:

- ensure educational visits meet the employer's and school's requirements;
- support the Governors with approval and other decisions;

- assess the competence of prospective leaders and staff;
- ensure that Risk Assessment meets requirements;
- organise training and induction;
- ensure parents are informed and have given consent;
- organise emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice.

The **Headteacher** is responsible for:

- ensuring approval for visits is given, including liaising with the LA where appropriate;
- ensuring that the Governing Body is made aware of visits;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- being aware of the need for Best Value;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that visits are evaluated to inform the operation of future visits;
- ensuring that each visit has an appropriately competent Group Leader;
- ensuring that all teachers are aware of the LA guidance;
- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the LA's public relations unit.

The **Group Leader** has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare. For each visit, of whatever duration, a Group Leader is identified. This responsibility begins prior to the trip (at risk assessment stage) and throughout the trip. The Group Leader must:

- be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- have completed certified Outdoor Leader training provided by Hampshire Outdoor Education and gained an Outdoor Leader Award (valid for 5 years)
- have experience in supervising and controlling the age groups going on the visit, organise the group effectively and put into action a suitable behaviour management system and / or code of rules which may mean adapting that of the school's behaviour policy to the outdoor context. As part of this, they provide information and guidance to pupils as an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. Lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. Wherever possible, it is good practice to involve pupils in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. It is for the group leader to decide how to provide information, but in addition to sharing the aims and objectives of the visit / activity and background information about the place to be visited; they should be satisfied that the
  - § pupils understand key safety information.
  - § plan and prepare for the visit and assess the risks by completing the two step risk assessment process;
- know all the pupils proposed for the visit to assess their suitability; pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be forced into activities they fear.
- use Evolve to update arrangements and risk assessments for the EVC to check;
- define the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do;
- ensure effective supervision, (**See Appendix 2 - Supervision ratios and Qualifications Guidance**) by having a sufficient ratio of adult supervisors to pupils for any off-site visit, taking into consideration:
  - § sex, age and ability of group;
  - § special needs pupils;

- § the nature of activities;
- § the experience of adults in off site supervision;
- § the duration and nature of the journey;
- § the type of any accommodation;
- § the competence of staff, both general and on specific activities.

Where there is more than one adult supervisor, one group leader, who has authority over the whole party, should be appointed.

Where a high adult / pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school with relevant DBS checks.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil, where possible. The group leader will check that all adults and helpers on the visit are appropriate.

- meet with parents to ensure their roles for ensuring pupil safety are clear;
- ensure they have correct contact details for two different members of staff back at base - this includes contact details for if the trip extends past the normal school day;
- ensure that arrangements have been made for all the medical needs and special educational needs of all the children;
- ensure that they have the contact details of next of kin of parents, staff and volunteer helping on the day of the trip and that they have checked this information on the day before the trip.
- obtain appropriate coach driver details prior to leaving the coach;
- have a plan for what to do in an emergency and be carrying the emergency procedure flowchart.
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable. It is imperative that the Group Leader is able to observe what is going on and base any decisions on the evidence of their own eyes.

**Adult volunteers** who are not teachers at the school must:

- understand and agree expectations of them;
- understand their relationship to the pupils, teachers and visit leaders;
- recognise the limits of their responsibility and who they are responsible for;
- understand that, in the event of an emergency, they are there to protect all children in their group;
- ensure that they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment;
- follow instructions from teachers;
- ensure the school have appropriate emergency contact details for them;
- raise concerns for pupil welfare with the Group Leader.

### **Responsibilities of pupils**

The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- should not undertake any task that they fear or that they think will be dangerous.
- Any pupils whose behaviour may be considered to be a danger to themselves or to the group will be asked to be accompanied by a parent or as a last resort may be stopped from going on the visit. The curricular aims of the visit for these pupils will be fulfilled in other ways.

Pupils using transport on a visit should be made aware of basic safety rules including the need to:

- arrive on time and wait for the transport away from the road, track, etc.
- not rush towards the transport when it arrives;
- wear a seatbelt and stay seated while travelling on transport;
- make sure bags do not block aisles on the transport
- never attempt to get on or off moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- never kneel or stand on seats or otherwise impede the driver's vision
- never distract or disturb the driver;
- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- always use the Green Cross Code when crossing the road.
- tell a teacher or the person who is otherwise responsible for the group, if feeling unwell while travelling,

### **Procedure for Running Educational Visits**

A set procedure is followed for all Educational Visits, although the nature of each visit will determine the level of preparation required. Each Group Leader will, in liaison with the EVC, complete the Educational Visits Checklist. A visit will proceed only when the EVC is satisfied that all reasonable preparations have been made.

### **Risk Assessment**

Risk assessments are made for all Educational Visits (see attached Risk Assessment form). This necessitates that the Group Leader, where possible, has made a pre-visit in order to be able to plan for the visit and to conduct a Risk Assessment appropriately. Risk Assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- identify significant hazards;
- assess the risk of harm;
- put control measures in place;
- check if anything else is needed;
- use a simple assessment language - high/medium/low;
- take into consideration children with SEND;
- a set plan is in place for who to contact in an emergency.

Risk Assessment considers the site and its environment, the group, the activity and the leaders.

### **Financing Educational Visits**

The school complies with the Education Act 1996 (section 451), and procedure is outlined in the school's Charging and Remissions policy.

### **Emergency Procedures**

It is the responsibility of the EVC/Headteacher to ensure that emergency arrangements are in place for all Educational Visits. This includes:

- ensuring that all involved know who is the emergency contact point in the school, for each visit, and in the LA.
- having access to an emergency (Critical Incidents) plan appropriate to the visit;
- ensuring that the contact point - or rota - is effective throughout the visit;
- ensuring that parental contact information is up to date and accessible;
- emergency procedure flowchart is up to date;

In the event of an emergency during a visit, it is essential that the EVC and Head are maintaining contact with all parties involved and liaising with press office if appropriate.

### **Policy Review**

As with all policies, it is the responsibility of the Governors to evaluate the effectiveness of this policy and the practice that it describes. On a day to day basis this responsibility is delegated to the Headteacher who will report back to the governing body as appropriate.

This policy is a working document, and will be reviewed every three years.

**Created: November 2024    Review Date: November 2027**

## SHIPTON BELLINGER PRIMARY SCHOOL

### OFF-SITE EDUCATIONAL VISITS PROCEDURES

Procedures for arranging, booking and organising an activity off site.

*Please read the following in conjunction with any up to date guidance given by the Headteacher , Administrative Officer or EVC.*

**A CHECKLIST FOR PLANNING RESIDENTIAL AND NON RESIDENTIAL VISITS IS AVAILABLE ON THE EVOLVE WEBSITE.** Check the resources tab for the most up-to-date versions and check with EVC if unsure.

- Contact the educational visit venue to find out prices, activities available and possible dates available for booking. Ask them to send through details, including venue maps and facilities available.
- Complete a **Proposed School Trip form** (available from the office) with the basic information required. The admin officer will obtain coach quotes for the date(s) listed. Ensure that County approval is not required for the trip in advance of booking. Approval is required from the Headteacher, Governors and LEA for any residential activity or for a hazardous pursuit (*see page 25 of the Offsite Manual*)
- The Headteacher will check feasibility based on costs quoted, approve the trip and decide on the final cost to be charged. If the trip is to go ahead you need to confirm the booking with the venue and the admin staff will book and confirm the coach booking.
- A pre-visit must take place if you have not previously visited the venue or your visit was some time ago whereby facilities may have changed. A risk assessment form must be completed.
- Prepare a letter to go out to parents containing relevant details about the visit, including lunch arrangements, suitable clothing to wear and pocket money if required, an old letter may be available to use as a guide. For day visits payment is requested as a voluntary contribution. Pupils who cannot make a financial contribution towards the visit will still take part in the proposed trip.
- If a parent does not wish their child to take part in the trip the child will be asked to stay in school on the day of the trip or their absence will be classed as unauthorised.
- CHECK the supervision ratio on Evolve and listed at the top of the risk assessment proforma. Agree with the head teacher the ratio of adults to children depending on the venue.
- Visit Leader to complete 'EVOLVE' on-line approval application, attaching all relevant documentation (must include a current risk assessment), and submit for Headteacher/EVC approval. All off-site visits must have approval. Adventurous/residential visits require an eight week notice period for approval form County.
- If LSAs working with your class(es) are asked to go on the trip, any time owing to them as a result needs to be negotiated with the SENCO or the head teacher. Other LSAs can only be asked to attend if their class teacher has been asked and they are in agreement. Please do not ask Lunchtime Supervisory Assistants unless this has been checked with the office. Parents may be asked to help on the trip if more adults are required, they do not have to be DBS checked just to help on a school trip.
- Returned Pupil Consent forms and money must be collected in and sent to the school office on a daily basis after you have recorded the trip money on your class cash sheet. The forms will be returned to you before the trip so that you can record the emergency contact numbers.
- After the last date for return of cheques and consent forms you will need to check for non-returns and remind the children or ask them to get a duplicate letter from the school office.
- Ask the office for a pupil trip report from Arbor which you can use to check and record pupil contact numbers.
- Adults attending must also give emergency contact details so please ask them to complete an Adult Consent form on the day of the trip.
- The trip leader should take the master copies of the forms with the medical consent listed for easy access in an emergency. A copy of all pupil lists, adult helpers consent form and venue details must be left in the office on the morning of the trip with any absent pupils clearly crossed off. If necessary members of the school staff can be given copies of the contact and medical details but this information should **not** be given to any parents.

- First aid equipment must be taken. Check that children with asthma take their inhalers with them and also take any other medication held in school for children on the trip. If necessary you may take a bucket with toilet rolls, paper towels etc. Sick bags are also available.
- The school mobile phone may be taken - collected from the school office. **Please remember to check the phone the day before your trip as you may need to put it on charge overnight.** Please make sure you have taken the school telephone number. Staff must not give out their own, or any of the helper's, personal mobile phone numbers.
- Procedures should be checked by the teaching staff against guidance in the *HCC Off Site Activities manual*. The guidance for a non-residential visit is contained on Evolve Please make sure you have read this as up to date information on trips off site. Other venues are listed here and guidance given - i.e. farm trips, geographical fieldwork.
- Staff taking children near open water will need to ensure that there is a qualified member of staff with the appropriate **Outdoor Leader Award (Open Country)** overseeing the trip. Staff who have undertaken this training will have had training in the key skills and leadership required to manage an off-site visit or activity safely. Group management, risk assessment and risk management feature strongly. It is regularly updated to reflect current good practice.
- On the morning of the trip staff should make sure class registers are completed and pupil lists updated - absentees crossed off and a copy left in the school office.
- Pupils should be counted onto the coach and again once seated by two staff independently. All seat belts must be worn and staff must ensure that these are in place before departure.
- Staff should ensure that they are seated along the coach amongst the children so that they can monitor behaviour and access all areas of the coach if needed. Any child with significant behavioural issues should have 1 to 1 adult support (a member of school staff) with them and the adult should sit near to the child on the coach.
- In the event of an emergency the priority is the safety of the pupils. Details of how to deal with an emergency can be found on Evolve and you should be familiar with these before you go on the visit. If possible contact should be made to the school and staff at school will contact parents if necessary.
- Visit Leader to complete 'EVOLVE' on-line evaluation.

**PUPILS should be briefed on the trip, what the aim of the visit is, what they will be doing and what they should do if they get lost.**

Enclosed:

<ul style="list-style-type: none"> <li>• Copy of <i>Proposed School Trip</i> form - <b>Appendix 1</b></li> <li>• Copy of <i>Adult Consent</i> form - <b>Appendix 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Copy of <i>Step 1 Risk Assessment</i> form - <b>Appendix 3</b></li> <li>• Copy of <i>Step 2 Risk Assessment</i> form - <b>Appendix 4</b></li> </ul>
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PROPOSED SCHOOL TRIP				
Please remember that all school trips should be discussed and agreed with the headteacher before any bookings are made				
DATE OF TRIP:		TO:		
TIME OF LEAVING SCHOOL:			TIME OF LEAVING VENUE:	
CLASSES INVOLVED:			TEACHER IN CHARGE:	
NO: OF PUPILS:			NO: OF ACCOMPANYING ADULTS:	
ADMISSION COSTS:				
ANY OTHER KNOWN COSTS (Excluding transport)				
DATE OF LAST RISK ASSESSMENT				
NEW RISK ASSESSMENT TO BE COMPLETED ON				
FOR OFFICE USE ONLY				
COACH COMPANY	TEL: NO:	PRICE QUOTED	'PHONE BOOKING	CONFIRM. LETTER
COSTINGS				
Admission Charge				
Other expenses				
Transport				
TOTAL:				
ESTIMATED COST PER CHILD:				
Estimated costs agreed by headteacher: .....				
TRIP APPROVED:      Signed:..... (Headteacher)				



**STEP 1 RISK ASSESSMENT**

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), then complete the specific risk assessment form as needed.

	<b>The activity is...</b>	<b>The participants ...</b>	<b>The activity leader ...</b>	<b>The environment is...</b>	<b>First aid and emergency support are...</b>	<b>Weather changes...</b>
<b>1</b>	Within the everyday experiences of the individuals	Are very experienced with an appropriate level of understanding	Is very experienced in leading this activity and qualified at the appropriate level	A local, well known location – urban or rural with predictable hazards	Available at the activity site. Establishment staff have appropriate in-date qualifications	Will have no effect on the group
<b>2</b>	Outside the everyday experience of the individual but some tasks have familiar aspects	Are regularly exposed to the activity with an adequate level of understanding	Regularly participates in this type of activity but may have minimal qualifications and little leadership experience	Less well known – urban or rural with hazards that could change quickly	Available at the activity site. Establishment staff have minimal or lapsed first aid qualifications	Are appropriate to the activity. Any changes will have minimal effect but will not affect safety
<b>3</b>	Outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	Have some exposure to the activity with experience at a recreational level and some understanding	Has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity	Relatively unfamiliar – potentially complex urban or rural; in the UK, Europe or US; industrial or residential	Available at the activity site. Establishment staff have generic competence	Could lead to problems if the group is not adequately prepared with training and equipment
<b>4</b>	Outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC)	Have very occasional exposure to the activity with some experience at an introductory level and limited understanding	Has had very occasional experience to the activity as a leader, limited experience as a participant and has no qualifications	Within close proximity to water, cliffs, beaches, steep or high ground, or other novel hazardous topographical or environmental features	Not readily available at the activity site. Establishment staff have in-date First Aid qualifications (evidence will be required by EVC)	Could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped
<b>5</b>	Outside the experience of the individual with no training prior to the trip	Are absolute novices with no experience of the activity	Has no experience of the activity in a leadership capacity with some experience as a participant	Outside Europe or the US; wilderness, or an area classed as advanced by NGBs	Not readily available at the activity site. Establishment staff have no first aid qualifications	Could have serious repercussions for the group

**Add up the total of your answers – Highlight outcome**

<b>6 – 10 LOW RISK</b>	<b>11 – 19 MEDIUM RISK</b> Evidence will be required to show you have recognised the risk and made provision for control of risk	<b>20 – 25 HIGH RISK</b> Further discussion with EVC is required. Changes will need to be made to lower the overall risk	<b>25 – 30 UNACCEPTABLE RISK</b> Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk
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Outdoor Learning Reflection Plan (including risk assessment and management)

Off-site activities and educational visits

Sipton Bllinger Primary School

Minimum ratios (child to adult)	Under 5 - 6:1	Under 8 - 8:1	Under 11 - 12:1
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Location:				Visit Leader:	1:1 Adult (SEND, Behaviour, Medical) and Medical Needs			
Date and Time:					Child (Initials & Yr)	Need/Condition	1:1 Adult/Medicines	
Year/Class:					Other staff (excluding 1:1):			
Total no. of children	Total no. of adults	Total of adults and children	Child/adult ratio (excl 1:1)					
Is the site accessible to all pupils, including those with SEND?			*If no, refer to access arrangements in risk assessment					
Are all of the activities accessible to all pupils, including those with SEND?								
Benefits (aims, objectives, intended outcomes...)				Parent Help (excluding 1:1):				

Depart School:		Depart Venue:	
			Have you confirmed departure?
Arrive Venue:	Have you confirmed arrival?	Arrive School:	

Walk		Coach			Coach Company Phone number:	
Public Bus		Car			Coach Driver:	
Train		Other (please specify)				
<b>Identifying the hazards – assessing the risk</b>				<b>Rating</b>	<b>Control measures – reducing the risk</b>	<b>Rating</b>

<b>Identifying the hazards – assessing the risk</b>				<b>Rating</b>	<b>Control measures – reducing the risk</b>	<b>Rating</b>

<b>Inclusion – Hazards and Adaptations / Access Arrangements for SEND and Medical Needs</b>						

<b>Identifying the hazards – assessing the risk</b>				<b>Rating</b>	<b>Control measures – reducing the risk</b>	<b>Rating</b>

Identifying the hazards – assessing the risk	Rating	Control measures – reducing the risk	Rating

			HCC Off-site and Education Visits	
			HCC Safety in Hazardous Pursuits (HCC approval needed)	
			Pennington Infant School Educational Visit Policy	
			Pennington Infant School Behaviour Policy	
			Other (Please specify):	

			<p><b>Ongoing risk assessment</b></p> <p><b>Apply the control measures</b></p> <p><b>Monitor how effective they are</b></p> <p><b>Change, adapt, revise as required</b></p>	<ul style="list-style-type: none"> <li>● monitor the weather</li> <li>● monitor water/river levels</li> <li>● monitor traffic on road</li> <li>● monitor conditions underfoot</li> </ul> <ul style="list-style-type: none"> <li>● monitor group and leaders response and motivation</li> <li>● monitor behaviour</li> <li>● assess group risk awareness in different environments</li> <li>● monitor the response of your supporting adults</li> </ul>	
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<b>Completed by:</b>	Group leader:	Head of establishment or EVC:	Date:
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