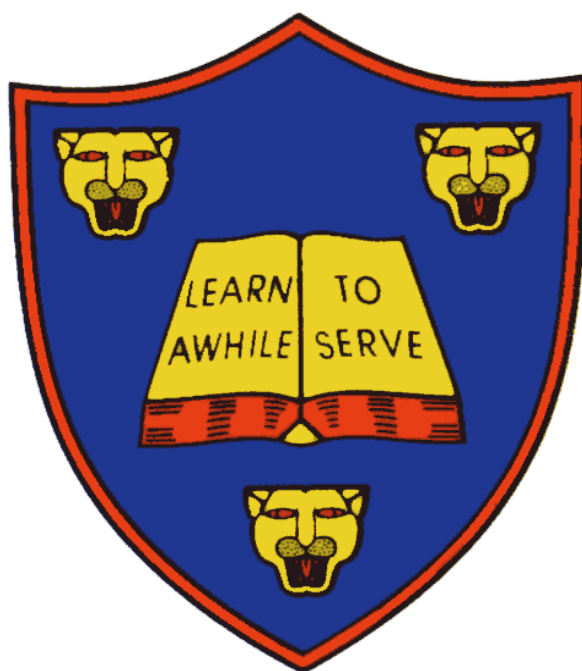


# STRATFORD PRIMARY SCHOOL



## Arrangements for Educational and Offsite Visits and Learning Outside the Classroom

Date adopted by Governors:	February 2018
Date for policy review:	February 2019
Person responsible for review:	Headteacher
Prepared by	Miss White

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## **Aims**

The aim of this document will be to state Stratford Upon Avon's approach to educational visits and offsite activity both within the curriculum day, after school, evenings, and weekends and during school holiday periods. This document outlines our requirements, procedures and the expectations of pupils, staff and families.

This document should be used in conjunction with the Community Academies Trust (CAT) Policy for Educational and Offsite Visits and Learning Outside the Classroom. Staff will have full regard for:

- Identified and agreed learning objectives
- Health and safety of both staff and pupils
- Economic viability
- Opinions of parents and carers

## **Role-specific Requirements and Recommendations**

### **Governors:**

- To act as a 'critical friend'
- To ensure that the Headteacher/EVC adhere to statutory requirements and good practice
- To define which type of visits should be approved by the Governing Body
- To agree visits deemed to be higher risk (category C) such as residential visits, visits overseas and visits involving outdoor adventurous activity
- To ensure that all aspects of risk management have been considered
- To ask questions regarding a visits educational objectives and how they will be met
- To review policy and procedures as agreed

### **Headteacher:**

- To ensure that visits comply with statutory requirements and good practice
- To ensure that the EVC is competent to oversee the coordination of all off-site education
- To ensure that the EVC keeps them informed of the progress of visits and that information is relayed to Governors and parents as appropriate
- To ensure the competence of visit leaders and supporting staff
- To ensure that there is access to advice from an appropriate 'technical adviser'
- To ensure that in the event of a critical incident or accident there is suitable support and that procedures are followed – contacting parents, staff, media, others etc. Help to ensure that critical incidents/accidents/near-accidents are investigated and findings acted upon

### **EVC:**

- To act on behalf of the Headteacher to ensure visits comply with statutory requirements and good practice
- To ensure that the Governing Body and Headteacher are made aware of visits and that approval is given as appropriate
- To provide suitable documentation to support the planning of visits
- To ensure visits are appropriately planned using standardised school documentation
- To ensure staff are aware of school requirements to organise or lead a visit
- To assign competent staff to lead or support visits
- To ensure visits have appropriate staffing ratios and adequate cover for health and safety, pupil wellbeing including first-aid and behavioural management
- To work with the visit leader to ensure full visit details are made available to parents and that parental consent has been provided/or not (as applicable)
- To organise emergency arrangements and ensure that there is an emergency contact for each visit
- To keep records of individual visits including reports of accidents/near accidents
- To notify the technical adviser of agreed visits within timescales

- To arrange training as appropriate
- Review of incidents/near accidents as required
- To review policy, systems and procedures and on occasion monitor practice

#### **Visit leader:**

- To adhere to school requirements with regard to policy, systems and processes
- Identify the clear purpose and objectives of a visit
- Identify the target group and likely staffing
- Identify resources including estimated costs
- The visit leader must ensure they complete all required documentation within timescales
- Failure to adhere to timescales may result in the cancellation of the visit
- Ensure that risk assessments, where appropriate are completed and that contingency plans are in place. Information is shared with staff and pupils as appropriate
- Plan an itinerary to account for all times whilst on the visit including meals and 'downtime'
- Have prior knowledge of the venue, undertaking preliminary visits as appropriate
- Inform parents and seek consent, detailing the nature of the visit/activities (as appropriate)
- Allocate supervisory responsibilities to adults with named pupils. Ensure that adults know what their responsibilities are and that pupils know which adult is responsible for them
- To continuously monitor the appropriateness of the activity, the physical and mental well-being of the group and the suitability of prevailing conditions. If the activity is unsuitable or if weather conditions are considered to be unsuitable, to withdraw pupils from the activity

***For further information appertaining to the school's visits process please refer to Appendix C***

***Refer to National Guidance Section 3.4 'Roles and responsibilities' <http://oeapng.info>.***

#### **Notification and Approval**

The Education Visits Coordinator/Headteacher and Governing Body (or governor representative) shall consider and approve educational visits. The school's appointed technical advisor will also check and acknowledge arrangements for visits which are deemed complex or 'higher risk'.

#### **Timescales:**

**Category A – Simple low risk 'everyday' activity** (usually but not exclusively within the normal school day).

Approval sought from the EVC (normally no later than 2 weeks prior to the visit).

**Category B – Medium risk activities** (UK based non-residential).

Approval sought from the EVC/Head/Educational Visits Adviser (normally no later than 4 weeks prior to the visit).

**Category C – Higher risk activities** (Residential/Overseas/OAA/Complex).

Approval sought from the EVC/Head/ Governors and Educational Visits Adviser (normally no later than 6 weeks prior to the visit).

***Refer to appendix B: Categories of Risk - Activities***

#### **Planning**

Visit planning includes consideration of the question: 'What are the really important things that we need to do to keep us safe?' It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the visit staff team, and the leader in the context of the event. Significant issues must be recorded; and shared with all relevant parties.

Planning should reflect the consideration of legal and good practice requirements ensuring: -

- The plan is based on school procedures and employer policy

- Proportionate assurances have been obtained from any providers (making full use of national schemes which accredit that assurances have already been obtained by credible inspection regimes)
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained. Looked after children may need permission from Children's Services, please liaise with relevant pastoral staff
- All staff (including any adult volunteer helpers) and the pupils to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process
- All visit information involving residential, overseas activity or outdoor adventurous activity must be given to the EVC within the timescales, to then go to the Headteacher/Governors for approval and to be passed on to the nominated educational visits adviser for comment.

It is recommended at an early stage of the planning process that the provisional staff team meet to identify the benefits and learning outcomes that the activity (or range of activities). If the outcomes are to be evaluated with any rigour, then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and also be a vital part of the risk management process in providing some objectivity in a "Risk Benefit Analysis".

Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies.

The degree of complexity of a particular plan (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as "STAGED" as explained below. It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk.

- **S**taffing requirements – Trained? Experienced? Competent? Numbers required/Ratios?
- **T**iming – When? For how long?
- **A**ctivity characteristics – Specialist? Insurance issues? Licensable?
- **G**roup characteristics – Prior experience? Ability? Behaviour? Special and medical needs?
- **E**nvironmental conditions – Like last time? Time of year? Impact of weather? Water levels?
- **D**istance from support mechanisms in place at the home base – Transport? Residential?

### **Good Practice Requirements**

To be deemed competent, staff should be able to demonstrate the ability to operate to the current standards of recognised good practice for that role - Visit/Activity Leader, or Assistant Leader.

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets clear standards to which staff must work.

*A "competent" Visit/Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:-*

- Knowledge and understanding of their employer's guidance supported by establishment-led training. It is good practice for employers to provide formal and accredited training to support their guidance e.g. EVC Training, Visit Leader Training
- Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.
- Knowledge and understanding of the group, the staff, the activity and the venue.
- Appropriate experience
- In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.

- Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence is applied to both newly qualified and newly appointed staff.

### **Requirement to Ensure Effective Supervision/Ratios**

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.

Staff assigned to support the special needs of particular individuals should not be included in the overall staffing ratio. Their responsibility should not include the wider group. Consideration should be given to the implications of one member of staff effectively being removed from the intended supervision arrangements for a period of time e.g. to accompany a pupil to hospital.

Should staff wish to be accompanied by family members (or partners) on a visit then discussion must be held and agreement reached with the Headteacher/EVC prior to the visit taking place.

Staffing ratios are a risk management issue and should be considered through the process of risk assessment. It is not always possible to set out definitive staff/ pupil ratios for a particular age group or activity. However, Stratford Upon Avon Primary School expects the following as normal minimum requirements, and any variation should be discussed with the Headteacher/EVC in the first instance.

<b>Year Group</b>	<b>Category A Simple low risk</b>	<b>Category B Medium risk</b>	<b>Category C Higher risk</b>
EYF	1:6		
Years 1-2	1-8	1-6	N/A
Years 3-4	1:10	1:8	1:6
Years 5-6	1:15	1:10	1:8

Please remember that 3<sup>rd</sup> party provider 'free staff place' ratios may not reflect those shown above and should be negotiated were applicable prior to signing agreements.

### **First Aid**

First aid should form part of any risk assessment. Before undertaking a visit or off-site activities, the visit leader should assess what level of first aid might be needed. On any kind of visit the visit leader and/or accompanying staff should have knowledge of first aid and ensure that an adequate first-aid kit is taken. All adults in the group should know how to contact the emergency services and the schools emergency 'base' contact. Qualified Paediatric First Aiders are required when taking children 5 years and under on visits.

#### ***The minimum first-aid provision for a visit is:***

- A suitably stocked first-aid kit
- Person/persons appointed to be in charge of first-aid arrangements

***Other considerations when considering first-aid needs should include:***

- The numbers in the group and the nature of the activity
- The likely injuries and how effective first aid would be
- Duty of Care requirements
- Distance to the nearest hospital
- Venue/providers first aid availability

### **Pupil Responsibilities (age and ability dependent)**

Pupils are responsible for: -

- Being aware of hazards and any contingency plans
- Not taking unnecessary risks
- Following the instructions of the visit leader and other staff, including adults at the venue
- Standards of behaviour including dressing and behaving appropriately and responsibly
- Being respectful to local codes and customs
- Taking care of their belongings and possessions
- Being punctual

A pupil's participation in educational and other off-site activities is at schools discretion. Health and Safety issues are paramount in decisions regarding a pupil's participation in a trip. A child will not be allowed to participate in a trip or in a specific activity within a trip if the proposed activity poses too great a risk to that particular child's health and safety or wellbeing, or the health and safety or wellbeing of the other participants on the trip or the member(s) of staff accompanying the trip.

Poor behaviour by children poses a health and safety risk both to that child and to other participants on the trip.

Pupils may be refused a place on a trip if a history of previous poor behaviour in school gives cause for concern. Alternatively, they may be offered a place conditional on improvement in behaviour.

A child may have their offer of a place rescinded in the event of a serious misdemeanour in the period leading up to the trip. In such cases it may not be possible to refund any monies which have been paid in advance to tour operators or to secure transport and accommodation.

Children who misbehave during a visit may be banned from future trips for a fixed period of time. In the event of a serious misdemeanour whilst on the trip, the school reserves the right to ask parents to collect their child or to send the child home at parental expense.

### **Preliminary Visits and Provider Assurances**

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and any third party provision will meet group expectations.

Wherever reasonably practicable, preliminary visits will be undertaken. If visits to particular providers or venues are regular or frequent it may be acceptable after an initial visit for no further pre-visits to be undertaken. Staff should still ensure that there have been no changes regarding significant hazards. Where possible it is good practice for visit leaders to take full advantage of the nationally accredited, provider assurance schemes that are available. These remove the need for the sight of provider Safety Management System documentation including risk management summaries or risk assessments.

Examples of such schemes include: -

- The LOTC Quality Badge
- AALA Licensing
- Adventuremark
- The Association for Heads of Outdoor Education Centres (AHOEC) Gold Badge
- Outdoor NGB centre approval schemes (applicable where the provision is a single, specialist activity)

Stratford upon Avon Primary School takes a common sense and proportionate approach, remembering that in schools both risk assessment and risk management processes are tools to enable pupils to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether.

School ensures that exemplar generic risk assessments are available. Staff should review and adapt these generic risk assessments for medium and higher risk activities to ensure that they are appropriate to specific events and activities.

For medium and higher risk activities a specific risk assessment should be completed focussing on the hazards that staff have control over. It should assess risks which might be encountered on the visit, and will indicate measures to prevent or reduce them.

Staff are not required to complete a risk assessment for low risk simple everyday activity which forms part of the normal school day, for example, taking pupils to a local venue which is frequently visited, such as a swimming pool, local sports fixtures, parkland, local school or place of worship. The visit leader and support staff must however be familiar with the contents of the generic risk assessment for simple low risk everyday activity and aware of emergency procedures.

When using a provider the visit leader and accompanying staff should focus on completing risk assessments for the areas of their own responsibilities not covered by a providers risk assessment for medium and higher risk activities. This will usually be travel to and from the location, pastoral and welfare issues, how any 'down-time' will be safeguarded and contact arrangements for the emergency 'base' contact person.

Individual risk assessments/plans may be required for pupils with differing or special needs.

- Risk assessments should be shared with accompanying staff and with pupils as appropriate. This includes contingency plans.
- Visit leaders remain in charge throughout the visit. Duty of Care cannot be delegated to 3<sup>rd</sup> parties.
- Leaders should challenge provider staff if they feel that an activity is too hazardous, not delivered at an appropriate level etc. Actions may include amending the activity or ceasing it.

***Generic Risk Assessments are available from the EVC and or available on the schools hard drive.***

### **Charging for Visits**

Please refer to the CAT's Educational and Offsite Policy. We aim to recover the cost of all school visits by asking parents to make a voluntary contribution towards the cost of transport and entrance fees. In line with our equal opportunities policy, no pupil will be excluded from a school visit for reasons of restricted finances. In those instances where voluntary contribution falls below the actual cost of the school visit, **the viability of the visit will be evaluated with options including cancellation at the Headteacher /EVC's discretion.** The financial element of each school visit is an additional factor that must be approved by the Headteacher/EVC in advance of each school visit.

### **Emergency Planning and Critical Incident Support**

A critical incident is an incident where any member of the group undertaking an offsite activity: -

- Has suffered a life threatening injury or fatality or is at serious risk
- Has gone missing for a significant and unacceptable period
- Is any incident that is beyond the normal coping mechanisms of the Visit Leadership Team

Stratford upon Avon Primary school is committed to providing emergency planning procedures to support staff in the event of a critical incident.



### **During the normal school day**

To activate support the visit leader should immediately contact the school reception as the first point of contact. The Headteacher/EVC must be informed.

### **Beyond the school day**

The out of hours Emergency 'Base' contact number should be used (normally the Headteacher).

For residential and overseas visits the visit leader must have an emergency 'base' contact person who can access the pack containing the names and emergency contact numbers of the pupils.

The schools emergency 'base' contact number(s) should be carried by visit leaders at all times during an off-site activity and should be used immediately if there is cause for concern. *Under no circumstances should these numbers normally be given to pupils or to their parents or guardians.*

The appointed Technical adviser for educational visits/outdoor education is available to support the emergency 'base' contact or leadership team – advice/guidance both in and out of normal school hours. Contact: Neil Wilson **07496 574226**

For critical incidents and emergencies the Coventry, Solihull and Warwickshire (CSW) Resilience Team, who are the sub-regional LA's emergency planning team are ***available to support the Emergency Base Contact person, Headteacher, SLT members or the EVC.***

Call **024 76 832 673** (24-hour) and ask to speak to the CSW Duty Emergency Planning Officer (DEPO).

- Give your name and position
- The name of the school
- A contact number for yourself
- Brief summary of the situation

The operator will contact the CSW DEPO and then they will call back via the number(s) supplied. The CSW DEPO will discuss what support is needed such as communications, media support, educational psychologists etc.

### ***Refer to Appendix F and G, Emergency overviews***

### **Current threat of terrorist attacks**

The current global situation means that the possibilities of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way.

As part of the response to staying vigilant and carrying on as normal, it is important to decide about each visit on its merit.

When planning any visit consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack.

It is sensible to:

- Be aware of the latest news relating to your destination
- In the UK know the current threat level (available at: <https://www.mi5.gov.uk/threat-levels>.)
- When travelling abroad check the FCO website: <https://www.fco.gov.uk> in the early stages of visit planning, at regular intervals and immediately prior to leaving.

The website of the National Counter-Terrorism Security Office:

<https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>.

## **Monitoring**

School will ensure that there is sample monitoring of the visits and LOtC activities undertaken. Such monitoring will be in keeping with the recommendations of OEAP National Guidance. The EVC will be responsible for monitoring which includes evidence of the proper completion of visit documentation. The Governing Body will review procedures every **3** years or sooner should the CAT review and update their Educational Visits policy in the interim period.

## **Evaluating / Reviewing**

- As part of good practice medium/higher risk visits should be normally be evaluated
- Visit leaders and volunteer helpers should complete a visit evaluation form (**Appendix I**)
- Any 'near misses' or accidents must be recorded

## **Mobile Phones and Digital Images**

Where school have available mobiles phones they should ensure that the Visit Leader or accompanying staff take these on trips and visits.

Where school mobile phones are not available staff may use their own phones in case of emergencies.

Staff should: -

- Ensure that photographic consent has been supplied by parents
- Not use their own mobile phones or cameras to take photographs/videos of pupils without prior consent from the Headteacher. They should normally use a school issued camera or iPad/tablet instead
- Not give out their personal mobile phone numbers to pupils
- Not normally contact a pupil using their personal device
- Not share personal social media details with pupils
- Not use their own personal social media accounts to share information regarding school, the visit or pupils. This includes uploading photographic images

Images must not be taken of pupils in sleeping accommodation, in bathrooms or whilst getting changed or using toilet facilities.

***Refer to the school policy appertaining to the Staff Code of Conduct/Safeguarding***

## **Insurance for Educational Visits and Off-site Activities**

The Community Academies Trust ensures that cover is provided through the Department for Education's Risk Protection Arrangement (RPA). This covers UK based activity. For further information please check the RPA documents held in the office.

For any visits involving overseas travel, school must arrange Insurance cover either through the trip provider or obtain suitable Independent cover.

## **Transport**

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and staff must follow the statutory and good practice requirements. 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/pupil behaviour.

The visit leader should ensure that coaches and buses are hired from a reputable company.

***Refer to National Guidance 4.5a, 4.5b, 4.5c <http://oeapng.info>.***

### Minibuses

A risk assessment should be undertaken to ascertain the likely behaviour and individual needs of pupils.

Considerations should include –

- The length of the journey and time of day when it takes place
- The nature of the group (age/maturity/special-needs/behavioural issues) and the level of behaviour management or support they are likely to require during the journey
- The overall workload of the driver during the day (other responsibilities and duties undertaken or planned by drivers)
- Safeguarding Issues

Based on an assessment of these factors, it may prove satisfactory to have only a driver present in the vehicle (no supervisors). It may however also demonstrate the need for additional staff to share driving duties or to act as supervisors.

Any driver/supervisor should have access to a mobile phone and have school contact details available.

Where more than one minibus is being used to provide transport to the same destination vehicles should normally travel in convoy/close proximity.

### Hired Transport with Drivers (minibuses/minicoaches/coaches)

There must be appropriate levels of supervision to ensure the safety and welfare of all pupils. The driver has no responsibility for pupil behaviour. Only reputable companies should be used who can confirm suitable safety procedures are in place.

### Staff including volunteers using Private Cars

Staff will on occasion use their own vehicles to transport pupils. Form **OSA6** will be used to check the following: -

- The vehicle has tax and is roadworthy
- The driver has business use insurance cover
- The driver holds a valid driving licence

Parents should normally provide consent for their child to be transported by private car.

There should normally be 2 staff present in the vehicle which replicates the gender of the pupils being transported.

Where parents are used for after school and outside of normal hours events school will coordinate with parents to allow them to make their own arrangements to transport children to and from the event.

\*Child and Seat Belt laws: - Children in cars, vans and other goods vehicles must be carried in an appropriate child restraint from birth until either they are 135cm (4'5") tall or 12 years old, whichever comes first. There are very few exceptions. They must then use a seat belt (although it would be preferable to use a booster seat until they are 150cm (5') tall).

### **Inclusion**

School will make all reasonable adjustments to ensure that pupils with Special Educational Needs have access to the trips and visits programme. School will work, with parents, to reach a solution wherever practicable. However, not all visits may be accessible, even if all possible adjustments are made, for Health and Safety reasons. The school will seek support from the parents of pupils with complex needs in order to maximise their involvement in school trips. This may involve requesting that the parent accompanies their child. In this case, it will be necessary to plan this from the outset of application for the trip.

The school will seek financial assistance to cover any additional costs involved in supporting pupils with Special Educational Needs. The additional costs associated with specific children will not be passed on to others on the trip.

The school will give parents of pupils who may require additional support as much notice of forthcoming events as possible so that the needs of these children can be planned for.

### **Consent**

Staff need to take account of the legalities regarding a requirement for formal consent (parental permission).

#### Low risk simple everyday activity – Category A

Parents will be asked to complete a general letter of consent covering a range of simple low risk everyday visits and activities on an annual basis (blanket consent). No additional consent will be sought. It is still a requirement to inform parents that their son/daughter will be undertaking an off-site visit. This will allow parents the opportunity to withdraw their child if they wish to do so. It is the parent's responsibility to notify school of any changes to their child's health/medical conditions and medicines.

#### Medium and Higher risk activity – Category B/C

Specific consent should be sought. It is important that sufficient detail is provided about intended arrangements as to allow *informed* consent to be given. Parents should complete the **OSA2 form** which provides emergency contact details, medical and dietary information. The visit leader should have these available during the visit.

ParentPay please note: Where parents are required to make financial contributions for a visit via ParentPay, the system has a tick box for consent. This is adequate for simple low risk everyday activity/visits. For medium or higher risk visits specific consent should still be sought.

### **Retention of Records**

There are no legal requirements to retain information after a visit. However, it is useful to retain information:

- To record the range of opportunities that the school provides for pupils
- To record staff experience in leading visits and outdoor learning (competence based on number/range of visits leading or supporting)
- To demonstrate effective planning and evaluation of visits and outdoor learning - as a future planning tool

Any records containing personal information must be stored securely and kept or destroyed in compliance with data protection requirements. For example, unless the guidance on accidents applies, parental consent forms, group lists, risk assessments, itinerary's etc. need only be retained until after the visit (or period of time) covered by the consent has ended and then they may be destroyed.

### **Records - In the event of an accident or serious incident**

Whenever there has been an accident or incident school will consider whether the nature of any accident or incident might, in the future, give rise to an insurance claim or a civil claim for damages. Where this is considered to be a possibility, or where an incident was reported to the HSE under the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR), sufficient information regarding the visit and incident will be retained to allow school to investigate fully and, if necessary, defend actions:

- Full details of the incident and any related report/witness statements/follow-up actions
- The plan for the visit (including risk management plan)
- Names of the pupils and adults on the visit
- The programme of activities that took place on the visit

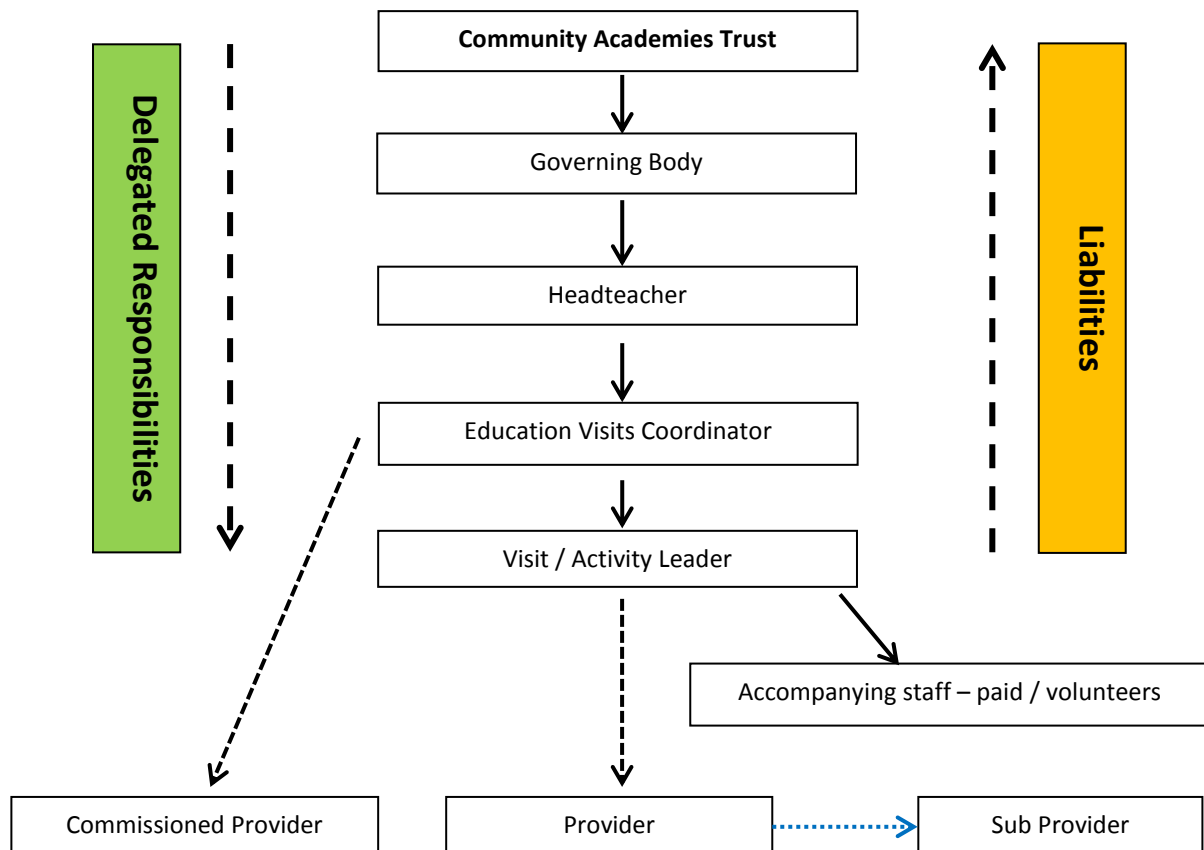
- A copy of the information about the visit sent to parents prior to the visit
- A copy of the completed parent consent form(s) for anyone directly involved in the accident/incident

Due to the time limits on civil claims for negligence, such records should be kept until the pupil reaches age 21, or for 3 years following the incident in the case of an adult.

**This document links to other policies and documents including the following:**

- The CAT Policy for Educational and Offsite Visits and Learning Outside the Classroom
- Health and Safety
- Child Protection and Safeguarding
- Supporting Pupils at School with Medical Conditions
- Health and Safety
- Behaviour
- Home School Agreement
- Code of Conduct

# Responsibilities and Liabilities



Where an employee commissions a Learning Outside the Classroom (LOtC) activity they must ensure that such commissioned agents have systems and procedures in place where standards are not less than those required by the employer and/or OEAP National Guidance.

## Categories of Risk – Educational Visits

### ***‘Low risk’ A - Everyday simple activities usually but not exclusively within the normal school day***

- Sports Fixtures (not involving longer travel distances / residential activity)
  - Swimming in Indoor pools (with lifeguard / swimming coach)
  - Visits to local schools / business
  - Theatre and Museum’s
  - Music concerts
  - Local environment - Village / Town / Shopping areas / Parks / Place of Worship
  - Country Parks
  - Study / Visitor Centres
  - Countryside Walking (simple lowland rural non-remote terrain)
  - Play and low level adventure areas
- Care must be exercised near simple water margins – ponds, lakes, rivers and canals

### ***‘Medium risk’ B - Not every day simple activity activities in or outside the school day***

- Larger Town’s / City visits (easy to manage environments / managed public interaction)
- Forest Schools and Bush-craft (away from site but not in remote locations)
- Conference and exhibition venues or similar environments
- Lower level / non-wild terrain field studies (be aware of wild /mountainous areas, seaside locations and anywhere close to / in water)

### ***‘Higher risk’ C – More complex activities in or outside school day***

- All UK residential visits (non-adventurous activity)
- All Outdoor Adventurous Activity (OAA)
- All Overseas visits including residential
- Field Studies undertaken in wild / remote terrain
- Large City locations (pupils on foot / use of public transport / difficult to manage public interaction)
- Higher Level Ropes Courses / Aerial Runways
- Other complex visits

*This list is not designed to be exhaustive.*

## Procedures for Setting up Visits

1. The teacher should organise the visit and secure a date etc.
2. Admin staff will book the transport.
3. The visits approval form should be fully completed and agreed by the EVC/headteacher. A copy of this then needs to be handed to the Admin team.
4. Admin staff will add the visit to ParentPay as a new payment item and include the additional information. Letters to parents / carers are no longer required.
5. Parents will have the option to notify us when paying via ParentPay if a school packed lunch is required and if they are able to help with the trip (if parent helpers have been requested.)
6. Admin staff will send texts/email to parents in the relevant year group notifying them of the visit information and to look at their ParentPay account.
7. Admin staff will return the visits approval form along with a copy of the information on ParentPay to the teacher which will act as confirmation that the visit is now on ParentPay.
8. Admin staff will chase any outstanding payments and can instantly provide teachers with a report of who has paid, who is to receive a school packed lunch and details of parent helpers if required.
9. Admin staff will keep a copy of the completed visits approval form, ParentPay information and payer details for office records (as applicable).

In order for the above procedure to work efficiently, the Admin office should be given as much notice as possible when booking any trips.

### Lead up to Departure

- List of pupils involved with visit to office
- All consent/permission slips received (as appropriate)
- Kitchen informed of visit
- Kitchen informed of number of free meals required
- List of pupils/medical needs checked and ready for accompanying staff
- Copies of visit information and further guidance ready for adult helpers
- Trip noted on staff room whiteboard/noticeboard
- Confirmation letter/email from transport company (as applicable)
- Confirmation letter from provider/venue (as applicable)
- Staff duties covered
- Risk assessments checked/completed (as applicable)

### Departure Day

- Mobile phones available/working
- Emergency contact details available. Out of hours and overnight visits – make sure the emergency 'base' contact has relevant information
- Report names and numbers of pupils and adults ready to go, leave in office
- Staff fully briefed on visit and roles/responsibilities
- Collect packed meals
- First Aid kits checked and ready
- Spillage buckets/bags ready (if applicable)
- Pupils reminded of arrangements and expectations



## Educational Visits Planning Checklist

This checklist helps the Headteacher/Governors/SLT's, EVC's and Visit Leaders to ensure, as far as possible a safe, successful off-site activity.

### 1. Objectives

- ☐ There are clear and well considered learning aims that are particular to the development of the group as a whole and individuals within it, which contribute to the wider curricular or programme aims of school?
- ☐ Due consideration has been given to the needs of all the pupils?

### 2. Staffing

- ☐ Has a visit leader been approved by the Headteacher/EVC?
- ☐ Are they sufficiently confident and competent?
- ☐ Are the Visit Leadership Team familiar with the school visits policy/procedures?
- ☐ Are all adults physically and mentally capable of undertaking the proposed off-site activity?
- ☐ Is there requirement for an appropriately qualified First Aider(s) in the group?
- ☐ Are staff accompanying/leading the groups appropriately qualified/competent in accordance with guidelines?
- ☐ All members of the Visit Leadership Team have received all relevant information on both the visit and the group?
- ☐ Have adults been DBS checked (where appropriate)?
- ☐ Have all adults completed their own medical details form (where appropriate)?
- ☐ There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies?
- ☐ If accompanying leaders are taking a family member on the visit, are there arrangements to ensure that this will not compromise group management?

### 3. Risk Management

- ☐ Risk assessments have been completed as appropriate – for the elements which we manage e.g. transportation, pastoral/welfare, teaching etc?
- ☐ Providers - Risk Management Summaries (RMS) and/or evidence of providers meeting quality standards e.g. LOTC Quality Mark, AHOEC Gold Standard, AALA etc. have been obtained?
- ☐ The Visit Leadership Team has been involved in the risk assessment process where possible and are aware of the main hazards/dangers?
- ☐ Pupils have been briefed as appropriate?

### 4. Location

- ☐ Is the chosen location appropriate to the proposed activities and the needs of the pupils?
- ☐ Where accommodation is used it is appropriate to the needs of the pupils – accessibility/safety and security etc?
- ☐ Does the accommodation meet the needs of the group in terms of age, gender, management/supervision etc?
- ☐ Where remote supervision will be used the environment is suitable for it?
- ☐ Are alternative arrangements available if necessary (Plan B), e.g. Bad weather?

## **5. Approval**

- ☐ Have the proposed plans been approved (as appropriate) by:
  - Employing body
  - Governing body/management committee
  - Headteacher/SLT
  - Education Visits Coordinator (EVC)

## **6. Supervision Ratios**

- ☐ Are ratios appropriate for the proposed activities and nature of the pupils?
- ☐ Is the ratio of male/female competent adults appropriate?
- ☐ There are sufficient leaders to ensure effective supervision at all times and to deal with incidents and emergencies?

## **7 Preliminary Visits**

- ☐ Is a pre-visit required?
- ☐ Has the pre-visit been completed?
- ☐ Has suitable/sufficient background information been obtained?

## **8 Contact with Parents/Carers**

- ☐ Have they been sufficiently informed of the proposed visit/activity?
- ☐ Has appropriate consent been obtained – low risk usually blanket consent/medium and higher risk specific consent?
- ☐ Have parent(s) been informed of any special requirements?
- ☐ Has a meeting been convened, if appropriate?
- ☐ Up to date medical information and contact details are available and will be shared with the Visit Leadership Team and any relevant Provider staff?

## **9. First Aid**

- ☐ Is suitable First Aid equipment available?
- ☐ Is someone with relevant First Aid experience or training available whilst on the off-site activity?
- ☐ Will the provider/location have First Aid qualified staff available?

## **10. Transport**

- ☐ Is suitable transport available and arranged?
- ☐ Have you referred to the visit document with regard to:
  - Driving a mini-bus
  - Staff using their own vehicles
  - Parents using their own vehicles
- ☐ Is the driver appropriately qualified and DBS checked (if necessary)?
- ☐ Are the vehicles roadworthy and appropriately insured?
- ☐ Has parental permission been obtained for the Transportation of young people by staff, volunteers or other parents vehicles?

## **11. Equipment**

- ☐ Are you satisfied that any equipment provided by school to be used by the group has been checked for safety, is in good working order and meets the necessary safety standards?

## **12. Insurance**

- ☐ Are suitable insurance arrangements in place?

## **13. Finance**

- ☐ Costs of visit are being recovered?
- ☐ Have appropriate financial and VAT arrangements been made?
- ☐ Are the arrangements in accordance with school's charging policy?
- ☐ Any catering implications (FSM's)

## **14. Pupils**

- ☐ Are the pupils to be properly prepared and briefed on safety and emergency procedures, including:
  - Rendezvous procedures
  - Emergency actions
  - Supervisory groupings
- ☐ Are the pupils physically/emotionally capable of undertaking the activities?
- ☐ Will the pupils be suitably clothed and equipped?
- ☐ Are special or differing needs catered for appropriately to promote inclusion?

## **15. Emergency Procedure**

- ☐ There is an emergency plan in place and leaders, helpers, participants, providers and Emergency Base Contacts have been given relevant information about it (as applicable)?

## **16. Documentation (as applicable)**

- ☐ Are the following available to take on the visit?
  - Tickets
  - Copies of relevant policy documents
  - Completed copies of Medical and Consent forms for all participants.
  - Accident Report Forms
  - Base Contact Emergency Telephone numbers
  - Insurance documents
  - Copies of risk assessments
  - Passports and visas if required
  - European Health Card

## **17. Finally**

- ☐ The visit meets all relevant requirements of school requirements

## Approval in Principal Form

Year Group / Class:	
Objectives:	
Accompanying Adults:	
Adult :Child ratio	
Venue:	
Address of Venue:	
Contact Number of Venue:	
Departure Date and Time:	
Return to School:	
Transport or Name of Coach Company:	
Medical Provision and / or Special Needs	
Costings:	
Cost per pupil:	
Agreed in principle by: Date:	

## **Educational Visits Notification Form (OSA1)**

***This form should be completed by the Visit Leader once approval in principal has been agreed. It should be submitted to the EVC for all visits.***

***All visits must operate in accordance with OEAP National Guidance as interpreted by the school/employer.***

***Low risk simple everyday activity will be approved by the EVC.***

### **Submission timescales:**

**Low risk** – the form should be returned **at least 2 working weeks** before departure

**Medium risk** - the form should be returned **at least 4 working weeks** before departure

**Higher risk** – the form should be returned **at least 6 working weeks** before departure

Name of Educational establishment:	Stratford upon Avon Primary School
Purpose / Aims:	
Date(s) of Visit: Times:	
Destination / Venue:	
Age / Year Group(s) involved:	
Number of pupils:	
<b>Provider Details:</b>  Company name (If applicable):  Address:  Emergency Telephone Contact(s):	
Insurance required / in place?	
Risk Management Summary / Risk Assessment(s) in place?	

<p>Designated Visit Leader Details:</p>	<p>Name:</p> <p>Competence:</p> <p><input type="checkbox"/> Qualified Teacher</p> <p><input type="checkbox"/> Teaching Assistant</p> <p><input type="checkbox"/> Other Staff Member</p> <p><input type="checkbox"/> Visit Leader Training</p>
<p>Assistant Visit Leaders: (all should be competent to undertake responsibilities / duties as directed)</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>
<p>School Emergency (base) Contact(s):</p> <p>Name:</p>  <p>Name:</p>	<p>Daytime Tel. No:</p> <p>Outside of School Hours Tel. No:</p> <p>Daytime Tel. No:</p> <p>Outside of School Hours Tel. No:</p>

**Programme / Itinerary:**

Day	Place of Activity	Brief Description of Activity	Staff Responsible	Supervision Ratio (school staff and provider as applicable)
1				
2				
3				
4				
5				

Any significant changes to visit arrangements prior to commencement should still comply with the schools educational visits arrangements document.

*Any further Information:*

*The EVC will notify the nominated Technical expert as per timeframes below.*

**Medium risk - 4 weeks prior to departure**

**Higher risk – 6 weeks prior to departure**

EVC Approval Date: .....

Signature: .....

Headteacher Approval Date: .....

Signature: .....

# Consent to Visits, Medical Details and Treatment Form (OSA2)

Visit to: .....

From: ..... (date) To: ..... (date)

Name of Pupil: .....

Date of Birth: ..... Male ☐ Female ☐

Home address: .....  
.....  
.....

Telephone No: .....

Emergency contact telephone numbers (home/mob/work)

1).....

2).....

3).....

Name, address and tel. no. of own doctor.....  
.....

Known Medical Conditions / Medications:

.....  
.....  
.....  
.....

Known allergies:

.....  
.....  
.....



Is he/she having any medical treatment at present? If so, please give written details of treatment and medicines, etc. (These MUST be handed to the Visit Leader)

.....

Are there any reasons that you know of that stops he/she from participating fully in the planned activities?

.....

Are there any activities in which he/she should not participate?

.....

Please indicate any special food dietary/requirements (if applicable):

.....

.....

.....

Other relevant Information:

I wish my child to take part in the educational visit/offsite activity and having read the information provided, agree to his/her taking part in any or all of the activities described.

I agree to my son/daughter receiving any emergency or other medical treatment as deemed urgent, necessary and/or in the best interest of my son/daughter by the medical authorities present. This includes dental, medical or surgical treatment, the use of anaesthetic's or blood transfusion.

I also agree to the release of relevant and necessary medical information to school staff by the GP if circumstances are deemed necessary and appropriate.

Your name (Block capitals please): .....

Signature: ..... Date: .....

## Staff / Adult Medical Details Form (OSA3)

Name: .....

Date of Birth: .....

Male: ☐

Female: ☐

Home address: .....

.....

Telephone No: .....

Emergency contact telephone numbers (home/mob/work):

1).....

.

2).....

.

Name, address and tel. no. of own doctor: .....

.....

Known Medical Conditions / Medication – or allergies:

.....

.....

.....

Please indicate any special food dietary/requirements (if applicable):

.....

.....

Other relevant Information the Visit Leader should be aware of:

Your name (Block capitals please): .....

Signature: ..... Date: .....

# First Response Visit Emergency Telephone Record (OSA4)

This document is designed to ensure that in an initial telephone discussion between a Visit or Assistant Leader in difficulty and their designated Emergency Contact, ***both parties have the same document to look at*** and thereby ensure that all key factors are recorded. The document should be kept to hand by those designated as a Visit Emergency Contact and also carried by Visit Leaders and Assistant Leaders.

1. **Incident:** a situation dealt with by the Visit Leader, who remains in control and can cope
2. **Emergency:** an incident that overwhelms the coping strategies of the Visit Leader so that they refer to the Emergency 'Base' Contact for help
3. **Critical Incident:** an incident that meets the definition and is probably overwhelming the coping strategies of both the Visit Leader and the school's Visit Emergency Plan
4. **Major Incident:** declared as such by the UK Police or Foreign and Commonwealth Office etc.

<b>Name of Caller:</b>	<b>Role of Caller</b> (Visit Leader? Assistant Leader? Helper?)		
<b>Caller's telephone number(s) – landlines/mobile:</b>	<b>Time of this call:</b>  <b>Time of the incident:</b>		
<b>Name of Group:</b>  <b>Number and age of group:</b>	<b>Which leaders are at the scene:</b>		
<b>Present Location:</b>	<b>Is the group staying put or moving to a new location?</b>		
<b>Nature of the Incident or Emergency:</b>			
<b>Names of any casualties and their injuries:</b>		<b>Names of any party members sent to seek assistance:</b>	
<b>Is the rest of the party safe and likely to remain safe?</b>			
<b>Weather conditions including any threatening environmental factors:</b>			
<b>Emergency Services alerted / in-attendance?</b>  <div style="display: flex; justify-content: space-between;"> <span>Police</span> <span>Fire/Rescue</span> <span>Ambulance</span> <span>Air Ambulance</span> <span>Mountain Rescue</span> </div> <div style="display: flex; justify-content: space-between;"> <span>Coastguard/RNLI</span> <span>Other</span> </div>			
<b>Already alerted?</b>		<b>At what time?</b>	
<b>What is the caller asking you to do? For Information only, Advice or for Action?</b>			

**Agreed Action Plan (visit leader / caller / emergency contact):**

**Additional Notes:**

# Emergency Action Plan – Visit Leader/Accompanying Staff (OSA5)

## Immediate Action

1. Assess the situation, establishing the nature and extent of the problem but ensuring that the leaders do not put themselves at further risk.

Make sure all other members of the party are:

- Accounted for.
  - Safe.
  - Adequately supervised.
  - Briefed to ensure that they understand what to do to remain safe.
2. Leaders should assume their allocated roles – ensuring that where one or more of the Visit Leadership Team is incapacitated then these roles are reassigned on a priority basis.
  3. If there are injuries, take action to establish their extent and administer appropriate first aid. Contact the appropriate emergency services if required - see *Communications 1* below

## **First Aid**

Aim to:

- Preserve life.
- Prevent the condition worsening.
- Promote recovery – treat for shock – reassure and keep warm.

## **Communications**

Direct contact with a Parent of a group member, from the scene of the incident should be avoided. This task should be carried out by the school/emergency contact person or nominated representative(s).

Contact the appropriate emergency service(s). They will guide you through the information they need but this will include:

- Your name and the name of the group.
  - Location.
  - Nature of emergency and number of injured persons.
  - Action so far.
4. Control any communications by the rest of the group. Rumours spread very quickly and can cause serious and unnecessary upset.
  5. Alert the School's Emergency Contact: You may be in shock and need support. Also news travels fast and the school will need accurate information.

Consider other people who may need contacting:

- Emergency Services (UK 999, EU 112).
- Embassy/Consulate if overseas.
- Local accommodation/contact.
- Tour operator/provider.
- Insurer.

**DO NOT speak to the media.** Refer all media interest/enquiries to the school.

## **Secondary Action**

1. Arrange appropriate protection from the elements.
2. Uninjured group members should be moved to shelter or away from the immediate vicinity of any casualties. Ensure that they:
  3. Are adequately supervised throughout.
  4. Are returned as early as possible to base.
  5. Receive appropriate support and reassurance.
  6. Avoid splitting the group – unless it is the only way to get help – and leave nobody on their own.
  7. Manage the incident – ensure that all appropriate actions have been/are being attended to.
  8. It is useful to keep an accurate record of events and actions as close to real time as possible. Any leader with spare capacity should, therefore, keep notes – see below re: recording an incident.
  9. Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and appropriate medical information for the injured persons.
10. Maintain contact with the emergency services and the school contact until the Emergency is over.
11. Monitor, reassess and review – ensure nothing has been forgotten and all leaders and young people are coping, cared for and secure.

## **Post-Incident Action**

1. Consider the emotional needs of any staff or young people who may have been adversely affected.
2. Follow the school's reporting requirements, including completing any accident and incident forms and complying with RIDDOR regulations.
3. Review the lessons learned and ensure that these feed into future visit plans, emergency plans and staff training.
4. Share the experience and learning with colleagues.

## **Media/legal points**

1. Do not admit anything.
2. Do not sign anything.
3. Avoid discussing legal liability with others.
4. Do not talk to the press – refer them to the school's media contact.
5. Record all events, times and details – establish witness contact details and get statements from leaders.

## **Recording an incident**

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused. Record the following:

1. Time, date and nature of the incident.
2. Accurate incident location.
3. Names of casualties.
4. Details of injuries.
5. Actions taken, including all communications (include times)
6. Names of others involved but not injured.
7. Details of any moves from the incident site (times, whom moved, where to, how).
8. Names and contact details of witnesses.
9. Proposed actions.

# **Volunteer Driver's Form (OSA6)**

**(For use with school staff including volunteers)**

I hereby confirm that I am willing to use my own vehicle for transporting pupils on educational and offsite visits.

I accept responsibility for ensuring that the vehicle is in a safe, legal and roadworthy condition and has appropriate insurance cover.

I also confirm that I have a valid driving licence.

Signed .....

Print name: .....

Date: .....

Address: .....

.....

Postcode: .....

Vehicle Make & Model: .....

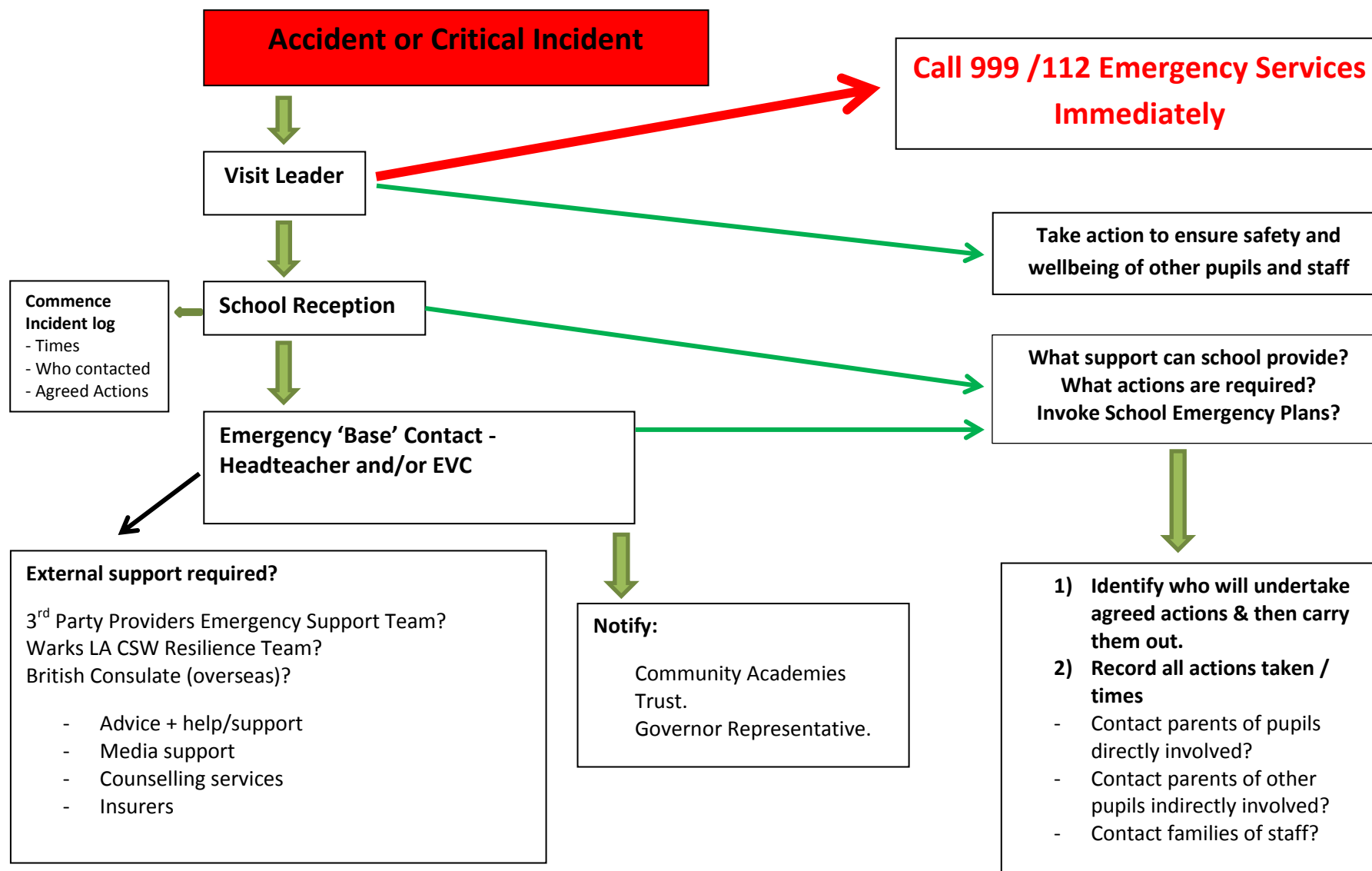
Vehicle Registration Number: .....

I accept that, on request, I will supply copies of any relevant documentation (e.g. registration document, MOT, driving licence or insurance certificate).

**Please be aware of the requirements associated with child seat restraints.**

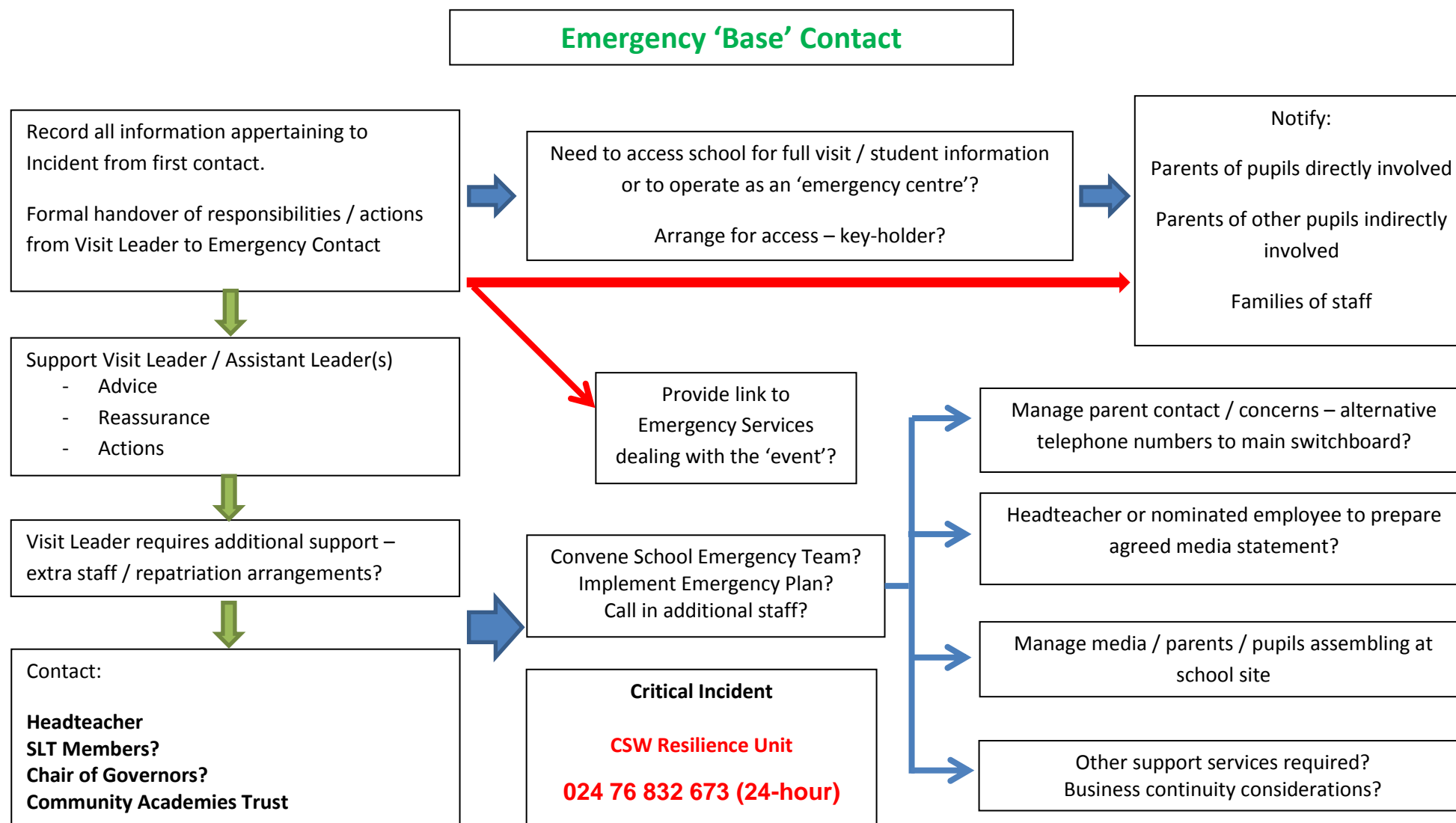
# EDUCATIONAL VISITS EMERGENCY OVERVIEW

## During Normal School Hours





# EDUCATIONAL VISITS Out of Hours Emergency



# Guidance for volunteers on school visits

Teachers often ask for parent volunteers to help with **school trips**. However, you probably won't be looking after your own child directly.

**At Stratford upon Avon Primary School, we expect the children to:**

- wear school uniform,
- behave quietly and sensibly,
- say please and thank you,
- treat others politely,
- walk at all times unless the teacher has allowed a play session,
- pick up litter if they drop it.



## Working with a group of children:

- Be a good role model.
- Use child-friendly language.
- Always act under the guidance of the teacher.
- Do not be alone with a child.
- Ask what to do – if you're not sure!

## Toilets:

Young children often need to go to the toilet but all teachers have DBS (Disclosure and Barring Service) clearance which safeguards the children from harm. You probably have not completed one of these and must not accompany a child to the toilet by yourself.



## Enjoyment:

We are interested in your views on the school trip so please ask the teacher in charge for a questionnaire at the end of your visit.

We hope you enjoy your visit with our children and will offer to help again!

School Visit Evaluation Form		
Location:	Class:	Date:
Learning Focus:		
Questions about the Visit:	✓ x	
Trip planning adequate?		
Transport arrangements satisfactory?		
Venue suitable?		
Staff on site appropriate and helpful?		
Adequate time?		
Adequate staff and adult supervision?		
Lunch arrangements satisfactory?		
Any special needs appropriately dealt with?		
Value for money?		
Any safety / safeguarding concerns?		
Visit met intended learning outcomes?		
Please rate the trip -		
	<b>Excellent   5 - 4 - 3 - 2 - 1   Poor</b>	
What would improve a visit to this site / venue in the future? <ul style="list-style-type: none"> <li>• What was good ...</li> <li>• Things we could do better...</li> <li>• Other comments....</li> </ul>		
Completed by:	Date:	

## Good Practice Residential Visits

There are a wide range of overnight/residential visits that pupils experience during their school years. Types of residential accommodation include the following: -

- Purpose built outdoor education and field study centres
- Hotels, motels and guest houses
- Youth Hostel Association and private independent hostels
- Caravans and mobile holiday homes
- Tents and shelters
- School sites

This document is a reminder to Visit Leaders and support staff regarding practice whilst leading or supervising groups undertaking residential visits and experiences.

### **Safeguarding legislation and guidance**

*Academies, free schools, independent schools, alternative providers of education - Section 157 of the Education Act 2002 same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.*

- The Teacher Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance *Working Together to Safeguard Children (2013)* covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance *Keeping Children Safe in Education (2014)* is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards ) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units.

### **Off-site arrangements**

When school pupils attend off-site activities, including day and residential visits and work related activities, the school will check that effective child protection arrangements are in place.

A pre-visit and/or background check should alleviate, highlight or raise concerns regarding the provider/accommodation available.

Group bedrooms/accommodation should wherever possible be located close together.

Staff must be accommodated close to the pupils.

Should staff have concerns regarding a provider's accommodation upon arrival they should raise this at the earliest opportunity with provider representatives and seek a satisfactory resolution. Failing satisfactory resolution the Visit Leader and accompanying staff will need to consider options available to them. They should consider contacting the Headteacher/Educational Visits Coordinator (EVC), or a member of the Leadership Team for advice/support.

Should individual school staff have concerns as to the behaviour of another member of staff they should raise them with the Visit Leader and/or contact the Headteacher/ EVC/Leadership Team member or the Designated Safeguard Lead (DSL) at the earliest opportunity.

Should 3<sup>RD</sup> party provider staff feel for any reason that the behaviour of school staff is inappropriate they should raise concerns at the earliest opportunity with the Visit Leader. If agreement cannot be accommodated regarding behaviour and/or future conduct then it may be necessary to contact the Headteacher/EVC or a member of the Leadership Team for support in dealing with the matter.

Pupils should be encouraged to report any concerns regarding inappropriate behaviour by school staff whilst on a visit. The Visit Leader or other staff not involved in the concerns must take steps to alleviate those concerns and they must be reported to the Headteacher/ Designated Safeguard Lead.

### **Respect for privacy**

- It is usual practice for pupils to turn to the staff with which they have existing relationships for matters of personal, welfare and pastoral care.
- Staff should not normally be alone in a bedroom or similar environment with a pupil. Ideally there should be more than one staff member present with a pupil in any room or one member of staff with a number of pupils. If staff should find themselves in this situation then any doors should remain open. Staff should inform others where they are going/what they intend to do. Should staff find that there are no options but to be in a 'one on one' situation they need to consider gender issues, and the safety and security of both themselves and that of the pupil. Staff should always try to avoid a 'one on one' situation with a pupil.
- Always knock on the door/announce yourself and check that it is okay to enter before going into a bedroom-dormitory/changing area/toilet/wash area.
- Pupils and staff should at all times be suitably dressed.
- Open Plan accommodation should only be used as part of an agreed programme/planned activity. Thereby, parents/accompanying staff would normally have given consent to arrangements in advance. If such provision is to be used then staff should give consideration to the separation of genders, group supervision, changing, washing and toileting. It is important that a pupil's privacy is respected at all times.

### **Staff Behaviour and requirements**

- All staff – paid employees or volunteers must be DBS checked.
- Staff should act as role models for the pupils.
- Relationships between pupils and school/or any provider staff must be conducted professionally at all times.
- Staff should always be suitably and appropriately dressed.
- Staff should take care when getting changed in communal changing rooms or at outside venues so as not to expose themselves to pupils or the general public.
- Care should be exercised when discussing information of a personal/confidential matter between school staff and/or with provider staff to ensure that they are not overheard by others.
- Staff must refrain from the use of inappropriate language (bad language, put-downs, innuendo's or sexually explicit language or behaviour).
- Staff must not be under the influence of alcohol or drugs whilst having responsibility for or dealing with pupils or provider representatives. Staff are a role model and a representative of the school at all times.
- Staff should only use mobile phones, camera's, tablets etc in accordance with school policy and accepted best practice. They should not share personal numbers or social media details with pupils or use their personal social media accounts to share information regarding the school, the visit or pupils.
- Staff should ensure that pupils go to their rooms at the agree bed times and ensure that pupils settle down prior to staff going to bed themselves.

- Staff cannot delegate their Duty of Care to 3rd party providers. There should be a staff presence at all times during planned activity.
- There is no such thing as pupil 'free time' whilst on residential visits. Any unplanned activity time (down time) should still have direct, indirect or remote supervision by school staff. Staff should make clear to pupils any expectations and where they will be in need of contact.

#### **Pupils must be made aware of the following:-**

- Fire and emergency arrangements, if rooms can be locked should they be or when should they be? Going out onto balconies etc.
- Behavioural expectations including bedtimes/sleeping times.
- Keeping out of each other's rooms or dormitories.
- Respect for an individual's personal space, personal possessions and belongings.
- Hazards and dangers likely to be encountered and what they should do to minimise these for themselves and other group members.
- Requirements around the accommodation, where staff are located in case of emergency, leaving the building or site etc.
- If the site is multi-user/adult guests, how to keep themselves safe.

#### **Activities**

- If a pupil is required to be removed from an activity programme due to behaviour/ill health/accident an accompanying member of school staff should normally remain with them. This means that provider staff may be left on their own with a group to supervise and manage, whilst delivering the activity and dealing with any welfare issues that may arise. It also means that the member of school staff is likely to find themselves in a 'one on one' situation. This should be carefully managed.
- For some types of programmes pupils may need to get changed in the outdoors. In such circumstances the situation needs to be carefully managed. Genders must be separated and changing should take place in secluded areas. Changing in public car parks/road sides etc. should be avoided if possible. Care should be exercised when in the vicinity of the general public. Both from the perspective of the privacy of pupils and that of causing offence to the public.
- Pupils should be appropriately dressed for the activity/weather conditions.
- Care must be exercised when fitting or removing clothing/equipment to pupils. If possible school staff or another pupil of the same gender should assist. Staff must make it clear to the pupil what they are going to do prior to any contact and they should seek permission. Avoid actions which could be misconstrued.
- At times it will be unavoidable for staff to have physical contact with pupils during the activity – a hand up, a push/pull, spotting support, intervention to stop an accident etc. It should be made clear to pupils why physical contact is or was necessary.
- There will be times when young people will seek physical reassurance and emotional support during activities. A reassuring hug or an arm around the shoulder MAY be appropriate depending upon the circumstances. If this is to occur then staff must ensure that any actions are undertaken in full view of the group/accompanying staff and must be in the context of the situation.
- Inappropriate language/behaviour (swearing/put-downs/sexually explicit language or behaviour) must be challenged.
- Pupil's use of recording devices – camera's/phones/tablets etc. should only be used as per school policy only. Devices should not be used in bedrooms, dormitories, changing and toileting areas etc.

#### **Emergencies**

The Visits Leadership Team (all staff involved with the visit) should be aware of the schools emergency procedures – who to contact, what telephone numbers to use. In the event of the Visit

Leader becoming incapacitated other members of staff should be able to easily step in and take control.

Depending upon the nature of the visit and activity, the age and ability of pupils etc. it may be appropriate for pupils to be aware of emergency contact procedures and/or details and to have them made available e.g. Indirect or remote supervision, the Visit Leader or supporting staff's telephone contact details, the name and telephone number of the accommodation etc. Younger pupils may carry cards, wear high visibility vests or wear identity bracelets containing school contact details.

### **First Aid and/or the administration of medications**

First Aiders either school staff or those of a provider should follow good practice requirements including:-

- Respecting the Individuals privacy (if possible)
- The unnecessary removal of clothing or touching of 'sensitive areas' without good reason
- Avoiding 'One on one' situations
- Making clear their intended actions to the patient and if possible seeking consent
- Depending upon the nature of the injury/illness etc. Informing parents/guardians of actions/treatment and if required the completion of accident/incident forms
- Staff should be suitably competent and confident to administer medication to pupils whilst undertaking visits.
- Any medication or drugs should be stored securely and administered in accordance with instructions provided.

For additional information appertaining to educational visits the schools Visits Arrangement document should be followed along with information provided by the Outdoor Education Advisers Panel, National Guidance. [www.oeapng.info](http://www.oeapng.info)