



Innovation, Aspiration and Excellence

Educational Visits and Outdoor Learning Policy

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School Link	Chloe Buckenham (Vice Principal)	
Principal	Michael McCulley	
Chair of Academy Improvement Management (LG) Board	Johanne Thomas	
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Authorised By	AIM Board	
Author(s)	Chloe Buckenham	
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1. Introduction

Educational visits are activities arranged by or on behalf of the school which take place outside the school grounds. The Academy Management Improvement (AIM) Board and teaching staff believe that educational visits and off-site activities can supplement and enrich the curriculum by providing experiences which would otherwise be impossible. Work that takes place outside the classroom - visits, activities and Learning Outside the Classroom (LOtC) can provide a very powerful means of developing learning in all curriculum areas, raising both attainment and aspiration. Experiential learning can also provide opportunities for development in other areas: relationships, emotional and spiritual awareness, environmental issues, independence, resilience and teamwork. Educational visits help pupils to develop investigative and social skills and, longer visits in particular, encourage greater independence. All visits should serve a wider educational purpose, enhancing and enriching our pupils' learning experiences and developing excellence in the academic or wider curriculum.

Educational visits are commensurable with the school's values and ethos, and in supporting the school in delivering a World Class education for all.

Houlton School is a family unit of pupils, staff, parents/carers and wider stakeholders. We work hard to ensure each and every pupil achieves his or her potential by meeting their individual needs and personalising the curriculum. We provide a high quality education that encourages creativity and supports excellence and achievement.

Our aim is to equip young people to make the most of their abilities and the opportunities offered to become competent and confident global citizens. We want our pupils to be rational, independent thinkers who are kind, caring of others, willing to accept responsibility and who use their talents with integrity for the good of society as a whole.

We aim to make education an enjoyable experience which will help develop a life-long love of learning. Houlton School aims to be a school where excellent relationships, based on mutual respect, provide a happy atmosphere in which pupils thrive.

Our Vision is achieved through the commitment and quality of the teachers and support staff, working in close family partnerships with parents/carers in a caring and open manner. We celebrate achievement and believe young people flourish when there is security, good self-discipline and a strong focus on positive behaviour. We have the highest expectations of all members of our community.

We aim to be:

1. Excellent in our provision of **transformational learning experiences**;
2. Excellent in our **expectations for, and from, every pupil**;
3. Excellent in the **tending of our Houlton family relationships**;
4. Excellent in our **attention to detail** in all that we do; and
5. Excellent in our **recognition and celebration of all that our Houlton family does well**.

In this policy document, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety, health and well-being of our pupils at all times. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with special needs including disabilities. Visits usually take place within the school day but not exclusively.

The range of visits and off-site activities covered by this policy includes (but is not limited to):

- Sporting fixtures involving travel to another school or venue e.g. local leisure or sports centre
- Visits to local amenities (e.g. sacred spaces, local schools, towns and villages)
- Day visits within the UK
- Residential visits within the UK
- Overseas visits
- Adventurous activities including The Duke of Edinburgh's Award

Houlton School has formally adopted the Outdoor Education Advisers' Panel's (OEAP's) 'National Guidance' as its own 'Employer Guidance' and as such is a principal source for guidance and information regarding practice for educational and offsite visits including LOtC.

It is a legal expectation that all employees must work within the requirements of their employer guidance; therefore, Houlton School employees must follow the requirements of this policy in conjunction with the Outdoor Education Advisers' Panel 'National Guidance' (NG). This guidance can be found on the following website: <http://oeapng.info>.

Where an employee commissions LOtC activity they must ensure that such commissioned agents have systems and procedures in place where standards are not less than those required by OEAP National Guidance.

2. Scope

This policy shall apply to all employees whose work involves any one of the following:

- direct supervision of pupils undertaking experiences beyond the boundary of the school;
- direct supervision of pupils undertaking experiences that fall within the remit of Learning Outside the Classroom;
- facilitating experiences for pupils undertaking experiences beyond the boundary of the school;
- deploying staff who will supervise or facilitate experiences of or for pupils undertaking experiences beyond the boundary of the school.

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

3. Employer Requirements

As the employer of staff at Houlton School, Transforming Lives Educational Trust (TLET) is required to ensure that its employees are provided with:

- appropriate guidance / policy relating to educational visits and LOtC activity;
- training to support policy / guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated.

TLET have delegated this responsibility to the Principal of Houlton School in relation to educational visits and outdoor learning

4. Role-specific Requirements and Recommendations

AIM Board Members:

- To act as a 'critical' friend'
- To ensure that the Principal and Educational Visits Coordinator (EVC) adhere to statutory requirements and good practice
- To ensure that the EVC is suitably trained
- To define which type of visits should be approved by the AIM Board
- To agree all 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

Principal:

- 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 him / her informed of the progress of visits and that information is relayed to AIM Board and parents/carers 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

Education Visits Coordinator:

- To act on behalf of the Principal to ensure visits comply with statutory requirements and good practice
- To approve visits as agreed by the Principal / AIM Board
- 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, and pupil wellbeing including first-aid and behaviour management
- To work with the Visit Leader to ensure full visit details are made available to parents/carers and that parental consent has been obtained prior to any visit departing
- To organise emergency arrangements and ensure that there is an emergency contact for each visit
- To keep records of visits including reports of accidents / near accidents
- To ensure that the AIM Board are made aware of agreed visits and that approval is given
- To notify the technical adviser of agreed visits within timescales
- To ensure that visit evaluation is used to inform future visits and training needs
- To arrange training as appropriate
- Review of incidents / near accidents as required
- To review policy, systems, 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. In the first instance the Visit Leader is to seek provisional approval for the visit from the EVC who will liaise with the Principal / AIM Board as appropriate. No visits are to be booked before consent is given

- The Visit Leader must ensure they complete relevant documentation. This includes pre-visit planning documentation, consent forms as relevant, risk assessments as relevant and upon return a visit evaluation form. Details of accidents / near accidents and incidents should be recorded
- The Visit Leader is responsible for ensuring all documentation is completed and returned to the EVC via EVisits. All documentation is required to be returned within timescales. Failure to adhere to deadlines may result in the cancellation of a visit
- Ensure that risk assessments, where appropriate are completed and that contingency plans are in place. Information is shared with relevant staff and pupils
- 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/carers and seek consent, detailing the nature of the visit / activities
- For residential visits, ensure that parents/carers are provided with emergency numbers and contacts, kit lists, departure and arrival times and provisional itineraries. A meeting with parents/carers should normally be held for residential / overseas visits
- 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 condition and ability of group members and the suitability of prevailing conditions and, if conditions are considered to be unsuitable, to withdraw from activity

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

5. Training

Education Visits Coordinators

- There should be at least one nominated senior member of staff to act in the capacity of Education Visits Coordinator (EVC).
- The EVC should undertake formal OEAP revalidation on a 3 year cycle or as directed.
- Consideration will be given to training other staff as EVCs depending upon school needs.

EVCs should be specifically competent, ideally with practical experience in leading and managing a range of visits.

Visit Leaders

- Leaders should be current in their knowledge and expectations regarding good practice.

- It is recognised as good practice for newly qualified staff, staff new to the school or staff involved with higher risk activities to undertake OEAP Visit Leader Training.

The EVC will support the Principal / AIM Board in ensuring that competent staff are assigned to lead and accompany visits, taking into account their ability to lead and manage, as well as manage the behaviour of pupils. Competence in activities and knowledge of venues may also be required.

6. Approval and Notification Process

The Education Visits Coordinator / Principal / AIM Board shall consider and approve educational visits **as per the types of visits illustrated below**. The school's appointed education visits technical advisor will also check and acknowledge arrangements for visits which are deemed 'medium' or 'higher risk'. All documentation pertaining to the trip will be completed on or uploaded electronically to the EVisits system and ParentPay. Any paper-based documentation for example staff medical information) will be stored securely and destroyed following the visit. Staff organising visits can access exemplar letters, risk assessments and documentation through the staff shared area.

Types of visit and approval needs

Event / Day Visit / Extended Learning Territory Boundaries (see appendix A) – Simple low risk 'everyday' activity (usually within the normal school day).

Approval sought from the EVC (normally no later than 4 weeks prior to the visit).

Non-residential Visits UK - Medium risk activity.

Approval sought from the EVC (normally no later than 12 weeks prior to the visit). The Technical Adviser will be notified by the EVC, check and comment on arrangements.

Overseas / Adventurous Activity / Residential / Large City visits - Higher risk activities.

Approval sought from the EVC / Principal / AIM Board (normally no later than 16 weeks prior to the visit). The Technical Adviser will be notified by the EVC, check and comment on arrangements.

7. EVisits

EVisits is the school's electronic trips planning system. Prior to starting the EVisits process, a visit pre-approval form, which can be found on the staff shared area, must be submitted to the EVC for approval (see Appendix J). The pre-approval form will ensure that the visit is viable.

Following approval, visit planning and documentation should be submitted to the EVC on EVisits as per timescales indicated. Once approval for the visit has been given, staff can then

commence organising the logistics and contacting parents/carers. The earlier the online form is submitted the sooner approval can be issued and arrangements commenced. Arrangements, including bookings and correspondence with parent/carers, should not be made without prior approval.

Payments, consents and medical information will be collated from parents/carers and uploaded into the Visit file. This will not be required where the visit is covered by the local visit generic risk assessment, such as fixtures of regularly occurring local visits, provided parental consent has been obtained for these such visits at the beginning of the academic year.

In assessing the appropriate risks / category for an off-site activity, the EVC and / or Visit Leader should take account of the environment in which the activity will take place. An activity might be rated as a higher risk if it takes place:

- in, on or near water
- in winter or bad weather conditions
- in crowded locations

Refer to Appendix B: Categories of Risk - Activities

8. Risk Management

TLET, as the employer of staff at Houlton School, has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level. Suitable and sufficient risk management systems must be in place.

Houlton School adopts a “Risk-Benefit Assessment” approach whereby the starting point for any risk assessment is the consideration of the **benefits and learning outcomes** of a proposed visit. This appreciation of the benefits to be gained through participation provides objectivity to a decision that any risk remaining after control measures have been put in place is “acceptable”. HSE endorse this approach through their “**Principles of Sensible Risk Management**” and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

Houlton School takes a **common sense** and **proportionate** approach, remembering that risk assessment and risk management are tools to enable pupils to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether.

Staff will have exemplar generic risk assessments available on the staff shared area. Staff should review and adapt these generic risk assessments for medium and higher risk activities to ensure that they are appropriate to specific events, activities and/or pupils.

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 an individual 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, or place of worship. The Visit Leader and support staff **must however be familiar with the contents of the available generic risk assessment for simple low risk everyday activity.**

Where the school is purchasing the services of a reputable external provider, rather than the activity being self-led, then it is reasonable to expect the provider to conform to relevant legislation and the accepted good practice, and that these specific activities will be covered by the external provider's risk assessments. It is accepted that staff cannot delegate Duty of Care responsibilities to a provider and staff must ensure these external risk assessments form part of the recorded paperwork for the visit. In such circumstances, the Visit Leader and accompanying staff should focus on completing risk assessments for the areas of their own responsibilities not covered by the provider's risk assessment / management 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.

- All risk assessments should be agreed with the EVC
- Risk assessments should be shared with accompanying staff and with pupils and or parents/carers as appropriate. This includes contingency plans.
- Visit Leaders remain in charge throughout the visit. **Duty of Care cannot be delegated to 3rd 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.
- Where it is considered a risk to include a particular pupil because of serious doubt as to their behaviour or it is felt they present a significant risk to others, the Principal or their representative will make the final decision regarding pupil participation in the visit.

Generic Risk Assessments are available in the staff shared area 'Educational Visits'.

9. 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

As an employer, Houlton School is committed to providing emergency planning procedures to support staff in the event of an emergency or critical incident.

To activate support, the Visit Leader should immediately contact the Emergency 'Base' contact number. Failing that, the Principal/Vice Principal or school switchboard should be contacted. For emergencies occurring outside of the normal school day the Emergency 'Base' contact number should be used.

The school's 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 be given to pupils or to parents/carers.

The appointed Technical adviser for educational visits / outdoor education is available to support the emergency 'base' contact person or leadership team – advice / guidance both in and out of normal school hours. Contact: Neil Wilson **07496 574226**. In his absence the Visit Emergency Support Network (VESN) advisors can be contacted.

For critical incidents and emergencies the Coventry, Solihull and Warwickshire (CSW) Resilience Team, who are the sub-regional Local Authorities emergency planning team, are **available to support the Emergency Base Contact person, SLT members and / 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 advice or support is needed such as communications, media support, educational psychologists etc.

Refer to the school's 'Emergency Procedures Policy' for further information.

10. Monitoring

As an employer, the school will ensure that there is sample monitoring of visits and LOtC activities undertaken. Such monitoring will be in keeping with the recommendations of National Guidance.

11. Reviewing

- All visits must be reviewed upon return
- Visit Leaders should complete a trip evaluation form following the visit and upload onto the EVisits system, recording any 'near misses' or key events.

12. Charging for Visits

Funding for off-site activities is provided mainly by parental contributions. The school's charging policy follows the legal framework for charging, voluntary contributions and remissions as set out in sections 449 - 462 of the Education Act 1996. No pupil may be excluded from an activity because of the unwillingness or inability of the parent/carer to make a contribution if the visit is deemed an **essential** part of the curriculum.

Some key points with regards to funding of trips:

- Trips must be self-funding. If a trip overspends money will be 'clawed back' from the departmental budget

It is advised that at least 5% be added to trips for admin, insurance, Parent Pay costs etc. As a guide:

Administration cost for Day trips £2.50p per pupil /

UK residential (overnight) £5.00 per pupil

Extended UK residential/Overseas residential £15.00 per pupil

- The method of collecting money is via Parent Pay
- Money left over from trips must be paid back if over £10 per pupil. Monies below this threshold will go into a cost centre for use by pupils who cannot afford to go on educational visits
- Pupil monies should not be used to pay for staff refreshments or food

13. Request for Financial Support for Trips

As stated above, funding for trips that are an essential part of the curriculum is on a voluntary basis, therefore, pupils that cannot afford the trip must not be discriminated against.

- For trips that do not fit into this category, parents/carers may apply for support for funding.

- The criteria are listed in the school's Charging and Remissions Policy.
- Distribution of such support funds depends on the balance in the cost centre at that time
- The EVC will make the final decision on whether financial support can be given on its own merit

The costing of visits / off-site activities should include any of the following that apply:

- Transport
- Entrance fees
- Insurance
- Provision of any special resources or equipment
- Costs related to adult helpers
- Any refreshments the school has opted to pay for

The Visit Leader, after consultation with the Principal / EVC, may charge parents/carers for board and lodging on residential visits as well as full costs where a visit is deemed an 'optional extra'.

An 'optional extra' is defined as:

- Falling wholly or mainly outside normal hours, i.e. a ski visit during holiday periods
- An activity which does not form part of the National Curriculum or the statutory requirements for Religious Education
- Is not part of the syllabus towards a Prescribed Public Examination

The parent/carers agreement to meet the costs of an 'optional extra' visit before the visit is planned in detail will always be obtained in writing and once a deposit is paid it will be made clear that the full outstanding amount is payable. The stated cost of an 'extra visit' must not include an element of subsidy for pupils whose families do not meet the full charge.

14. Disclosure and Barring Service (DBS) Checks

Employees and volunteers who are working in Regulated Activity either with young people or carrying out certain activities for adults, must undergo an enhanced DBS check as part of their recruitment process. With specific reference to LOTC activities and Offsite Visits, Regulated Activity for Children is defined as any adult (staff or volunteer) carrying out **unsupervised activities at least once a week, 4 or more days, or once overnight** (between 2am and 6am) **in a 30 day period.**

It is normal practice that all school staff (employees / volunteers) having access to pupils will be DBS and barred-list checked.

- The use of volunteers should only be permitted by the Principal or EVC. Permission will be based on knowledge of the volunteers and their previous experience and training.
- Volunteers will normally be required to undertake a current DBS check.
- Volunteers have responsibility to follow the instructions of the Visit Leader.

15. Assessment of Leader Competence

National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation that all leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned.

16. 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, as well as the time of year and prevailing conditions)
- Staff competence.

Staff or volunteers assigned to support the special needs of particular individuals should not normally be included in the overall staffing ratio. Their responsibility should not include the wider group. Consideration should also 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.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (partners or children) on visits. Any such arrangement must be made with specific agreement by the Principal / EVC beforehand, together with a risk assessment where appropriate.

Staffing ratios are a risk management issue and should normally 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, Houlton School expects the following as normal **minimum** requirements, and any variation should be discussed with the EVC in the first instance.

Year 7 upwards	Low Risk (Category A)	Medium Risk (Category B)	Higher Risk (Category C)
	1:15	1:15	1:12
		1:12 Residential UK non-outdoor adventurous activity (OAA)	1:10 All Overseas visits - minimum of 2 staff
			Duke of Edinburgh's Award / OAA as per Operating Authority or National Governing Body requirements

Third party provider 'free staff place' ratios may not reflect those shown above and should be negotiated, where applicable, prior to signing any agreements.

17. 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 and identify who is responsible for managing first aid on the visit and include this in the notes on the EVisits online form. On any kind of visit, the Visit Leader and / or accompanying staff should have a good working 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 school's emergency 'base' contact.

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

Pupils are responsible for:

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

A pupils' participation in educational and other off-site activities is at the school's discretion. If a pupil's behaviour before or during a trip / off-site activity falls short of the expected standards, sanctions may be applied in accordance with the school's Positive Behaviour Policy. During a visit, in exceptional circumstances, parents/carers may be required to collect their child before the end of the visit.

Technology and Social Media

Houlton School does not permit pupils to have electronic devices on site at any time. Pupils undertaking low risk off site activities as part of the school day must also not use devices of any kind unless prior permissions from the Visit Leader have been given.

Pupils on residential visits or visits outside the school day will be permitted to carry electronic devices. Pupils and parents/carers will be briefed prior to the visit departing on the expectations regarding their use.

Pupils must only use devices – cameras/phones/tablets etc. as per policy/agreement. Devices should not be used in bedrooms, dormitories, changing and toileting areas etc.

Social media coverage on school visits will only be permitted through the school's official Social Media channels with prior consent from the EVC/Principal/SLT.

18. Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing the requirements for the effective supervision of pupils. It is a vital dimension of risk management.

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. In such circumstances, staff should ensure that there have been no significant changes/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. Where a 'pre – visit' is deemed necessary to do this assessment, the staff member should first discuss this with the EVC.

Examples of such assurance schemes include:

- The LOtC Quality Badge
- AALA Licensing
- Adventuremark
- Outdoor NGB centre approval schemes (applicable where the provision is a single, specialist activity)

19. Insurance for Educational Visits and Off-site Activities

Staff

Employer's Liability Insurance is a statutory requirement and the school holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover also extends to those persons who are acting in a voluntary capacity on behalf of the school and for third party liability.

Houlton School ensures that suitable annual cover is in place to meet its statutory obligations through the Department for Education's Risk Protection Arrangements (RPA).

Personal Accident and Travel Insurance for School Activities

This is taken out on an annual basis through the Risk Protection Agency (RPA) and covers both employees and pupils for the following – Personal Accident, Medical Expenses, Baggage or money loss, Cancellation / Curtailment, Personal Liability etc.

- Where a tour operator is used, the type and extent of insurance cover in place should be ascertained. Providers must hold a minimum of £5 million public liability insurance cover.
- It is the responsibility of the Visit Leader to liaise with office staff and the EVC to check that the level of insurance cover in place is adequate for the intended visit.

20. Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for pupils with special needs, every reasonable

effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

The school will take **reasonably practicable** measures to include all pupils. The principles of inclusion will be promoted and addressed for all visits and reflect school policy, thus ensuring an aspiration towards:

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers.

Under the Equality Act 2010, it is unlawful to:

- Treat a young person to whom one of the protected characteristics applies less favourably
- Fail to take reasonable steps to ensure that such persons are not placed at a substantial disadvantage without justification.

21. 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 and such training may be a requirement prescribed by some employers.

- 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 issues is applied to both newly qualified and newly appointed staff.

22. 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 both statutory and good practice requirements. All national and local regulatory requirements must be followed. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction / 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

The driver of a vehicle cannot safely drive and supervise passengers at the same time. Therefore, 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.

Hired Transport

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 risk management procedures are in place.

Staff Using Private Cars

Staff are recommended not to use their own vehicles to transport pupils. However, if they must be used:

- The vehicle must be taxed and be roadworthy

- The driver must have business use insurance cover
- Parents/carers must have given permission
- Child seat and seat belt laws must be adhered to *

There must be 2 staff present in the vehicle and there should be male and female staff present if there are male and female pupils.

**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 (the rear of mini-buses being one). They must then use a seat belt (although it would be preferable to use a booster seat until they are 150cm (5') tall).*

Parents / Carers Transporting Pupils

If staff coordinate with parents/carers to arrange the transportation of pupils (not their own children) as part of an organised activity then school may potentially be liable in the event of something untoward occurring. Therefore, in such circumstances checks should be made to ensure that a valid driving licence is held, the vehicle is roadworthy, suitable insurance is in place and that other parents/carers have given permission for their child to be transported by these means.

If parents/carers are requested to make their own transport arrangements for their child (and / or others), responsibility normally lies with them. In such circumstances, the school only accepts responsibility for pupils once they have met with staff at the allotted time/place. Pupils will be handed back to those parents/carers providing transport at the end of the visit / activity.

23. 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 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 the school’s procedures and employer guidance
- For all visits, refer to the ‘Planning Checklist’ and relevant information in the staff shared area
- 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)

- For all visits involving residential, overseas activity or outdoor adventurous activity, the EVisits form should be sent for the attention of the EVC within timescales to then go to the Principal/AIM Board for approval and to be passed on to the nominated technical adviser for comment.
- Approval has been issued for the visit prior to making bookings, sending out parental information etc.
- Following approval, ensure all documentation is uploaded to the EVisits system including: correspondence, pupil details, relevant forms, payment reports, pupil premium details, cost estimates, invoices, contracts, medical forms etc. Pupils will not normally be allowed to go on a visit without parental permission / consent (see following section). Looked after children may need permission from Children's Services, please liaise with relevant pastoral staff.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consent has been obtained.
- 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 including keeping themselves and others safe.
- Designated school emergency contact(s) have been identified that will be available on a 24/7 basis where required and that details of the visit / pupils are accessible to the emergency visits / base contact person(s) throughout the period of the activity.
- Risk assessments – low risk simple everyday activity, the Visit Leader and support staff should be familiar with the contents of the generic risk assessment. For medium / higher risk activities, a specific risk assessment must be completed and the contents shared with staff and pupils as relevant. Documents are available in the staff shared area 'Educational Visits'.

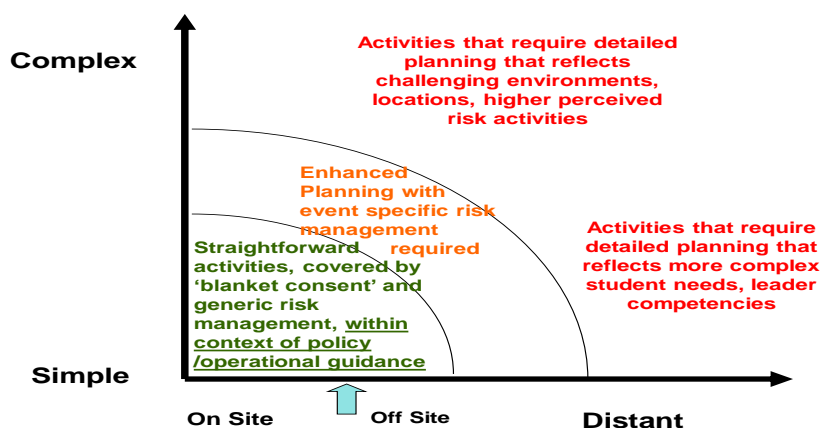
Refer to appendix C: Categories of Risk – Activities

It is strongly recommended that at an early stage of the planning process, the provisional staffing team meet to identify the benefits and learning outcomes of 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? 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? Impact of weather? Water levels?
- **D**istance from support mechanisms in place at the home base – Transport? Residential?



24. Consent

Employers and employees need to take account of the legalities regarding a requirement for formal consent (parental permission) to participate in a visit and to allow medical treatment in a worst-case scenario.

Low Risk Everyday Activity

Parents/carers will complete, sign and return an annual 'blanket' consent (permission) for visits at the start of the academic year that gives permission for simple everyday activities to be undertaken within the normal curriculum day and local sports fixtures after school. No additional consent will be sought. It is still a requirement to inform parents/carers that their child will be undertaking an off-site visit. It is the parent's/carer's responsibility to notify the school of any changes to their child's health / medical conditions / medicines.

Medium and Higher Risk Activity

Specific consent should be sought. It is important that sufficient detail is provided about intended arrangements as to allow *informed* consent to be given. For residential visits parents/carers should normally attend a briefing.

25. Retention of Records

There are no legal requirements to retain information after a visit. However, it is useful to retain information and Houlton School will do so using the EVisits electronic system for the purposes of:

- 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
- To evidence procedures have been followed in the rare case of a dispute

Any records containing personal information must be stored securely and kept in compliance with data protection requirements. For example, unless the guidance on accidents applies, parental consent forms need only be retained until the visit (or period of time) covered by the consent has ended and then they may be destroyed or removed from the system (unless annual blanket consent which should be available for the duration).

Records – In the Event of an Accident

Whenever there has been an accident or incident the 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 Health and Safety Executive (HSE) under the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR), sufficient information regarding the visit and incident will be retained to allow the school to investigate fully and, if necessary, defend any actions:

- Full details of the incident and any related report / witness statements / follow-up actions
- The plan for the visit (including risk management)
- 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/carers
- A copy of the completed parent consent form(s) for anyone directly involved in the accident/incident

Due to the Limitation Act 1980, such records should be retained until a young person reaches age 25, or for 7 years following the incident in the case of an adult. This allows the legal maximum of 3 years for making a personal injury claim from the date a young person becomes 18, or from the date of the incident, or from the date a person knows that the facts of the incident give grounds for a claim, whichever is latest. It also allows an additional 4 years,

which can be regarded as a period sufficient for a person to become aware that the facts of the incident give grounds for a claim, if they had not previously known these.

This policy document links to a range of other policies and documents including:

- Health and Safety
- Emergency Procedures
- E Safety, Internet and acceptable use of IT
- Mobile phones
- SEND
- Child Protection and Safeguarding
- Finance
- Behaviour for Learning
- Data Protection

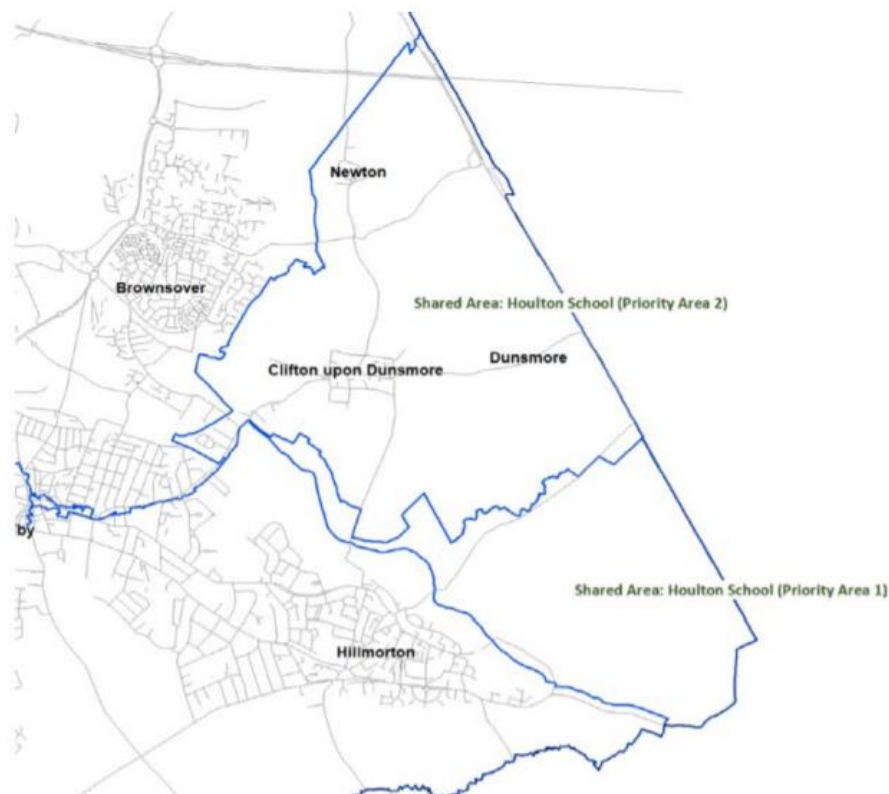
26. Responsibility

The Vice Principal for Behaviour and Safety, Chloe Buckenham, will be the EVC for Houlton School and assume responsibility for visits and ensuring this policy is reviewed annually.

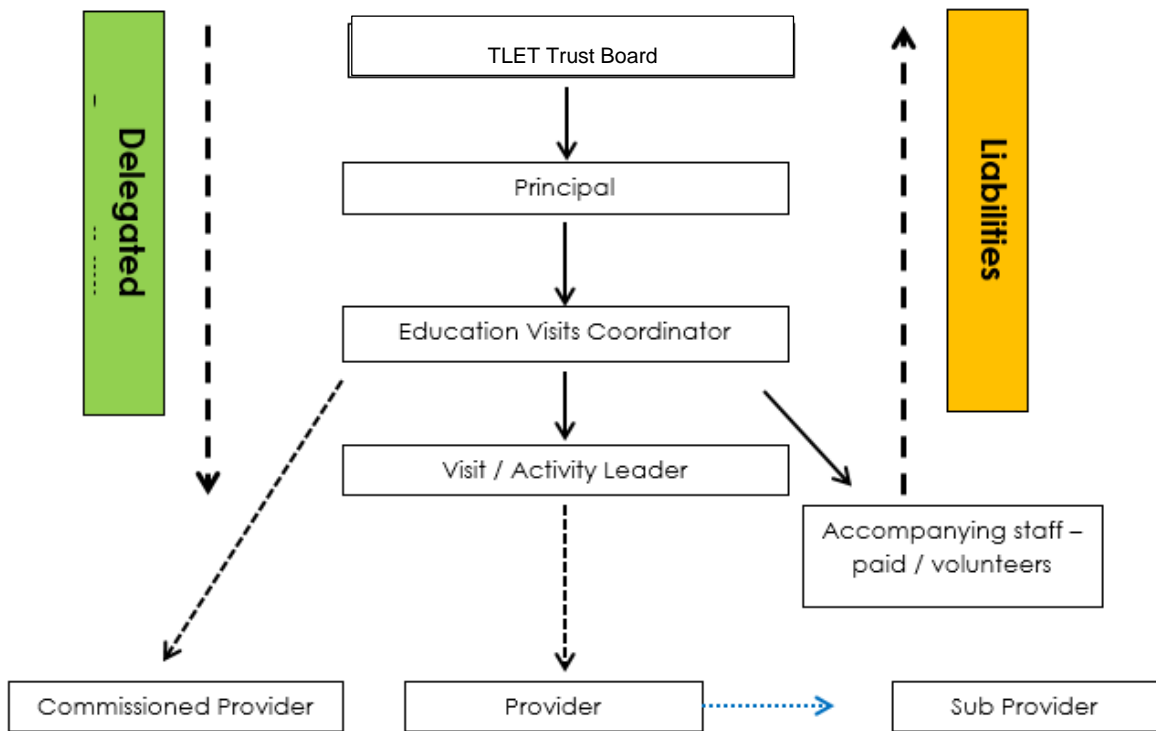
27. Appendix A – Extended Learning Territory Boundaries for low risk activities within the school day

Extended Learning Territory Boundaries for the purposes of low risk off site learning.

The boundaries of the territory are shown on the attached map below and cover Houlton School priority area 1.



28. Appendix B – Delegation of Authority and Responsibility



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.

29. Appendix C – Categories of Examples of Risk – Educational Visits*

‘Low risk’ (Category A) - Everyday simple activities usually within the normal school day

- Sports Fixtures (not involving longer travel distances / residential activity)
- Swimming in Indoor pools (with lifeguard / swimming coach)
- Theatre and Museums
- Local Village / Town
- Local Church / Shops
- Local Parkland including simple water margins activity
- Sacred Spaces
- Country Parks
- Study / Visitor Centres
- Countryside Walking (simple lowland rural terrain)
- Visits to local schools / business
- Low level initiative and team building activity (simple activity)

‘Medium risk’ (Category B) - Not every day simple activity activities in or outside school day

- Larger Town / City visits (easy to manage environments / managed public interaction)
- All UK residential visits (non-adventurous activity)
- Forest Schools and Bush-craft (away from site)
- Orienteering / Navigation in local parkland / small woodland areas (good geographical boundaries)
- Larger conference and exhibition venues or similar environments (indirectly supervised)
- Lower level / non-wild terrain field studies (be aware of wild/mountainous areas, seaside locations and anywhere close to / in water)

‘Higher risk’ (Category C) – More complex activities in or outside school day

- 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

*** The following are usually defined as Outdoor Adventurous Activities (OAA)**

- Higher level Hill / Mountain walking
- Cave / Mine exploration (not guided show caves)
- Rock climbing / Abseiling (indoor / man-made / natural rock)
- Mountain / All Terrain Biking
- Orienteering and Navigation (forests / wild or mountainous terrain)
- Skiing / Snowboarding / Tobogganing (indoors / outdoors)
- Gorge scrambling / Sea level traversing / Canyoning
- Improvised Rafting / Canoe / Kayaking / White-Water Rafting
- Sailing / Windsurfing / Paddle boarding
- Open Water Swimming (lakes / rivers / sea)
- Pony Trekking in wild / mountainous terrain
- Higher Level Ropes Courses / Aerial Runways

**This list is not designed to be exhaustive.*

30. Appendix D – Consent to Visits, Medical Details & Treatment Form

Consent to Visits, Medical Details and Treatment Form (this will be communicated to parents/carers and uploaded to EVisits)

Other than simple everyday activity

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:

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 anaesthetics 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:

31. Appendix E – Staff / Adult Medical Details Form for Residential Visits

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 – or allergies:

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

Other relevant Information the Visit Leader should be aware of:

Your name (Block capital):

Signature:

Date:

32. Appendix F – Visits Code of Conduct

- Pupils who attend residential trips are subject to normal school discipline and sanctions as detailed in the Houlton School Positive Behaviour Policy.
- Pupils and parents/carers of pupils attending residential trips are reminded that smoking and alcohol consumption, as well as the purchasing/possession of smoking and alcohol paraphernalia are strictly forbidden.
- The purchasing/possession or use of any drug, drug paraphernalia, weapon, or form of firework is also strictly forbidden.
- Any pupil found in possession of any banned substance may be repatriated at parents/carers expense at the discretion of the Principal/Vice Principal.
- Pupils attending residential trips are always boarded in residential areas specifically allocated to boys and girls only. Children identifying as a different gender to that of their biological gender, including those pupils who identify as non-binary, will be offered a single room at no additional cost to parents/carers.
- Casual visiting between gender specific sleeping areas is prohibited.
- Any pupil considered by the Visit Leader to be endangering the safety or success of a school party may become subject to special discipline procedures. Such discipline procedures are obviously best decided by the Visit Leader at the time and will be authorised where appropriate by the Principal/Vice Principal.
- Any failure to comply with normal school Positive Behaviour Policy by individuals or groups of pupils would be subject to the normal sanctions of the school and reported to parents/carers as soon as possible on return. Any pupil whose actions necessitate such procedures would not automatically qualify to participate in future residential trips.
- In the rare situation where a pupil lets the school down through serious behavioural problems, parents/carers could be asked to collect their own child from the visit location or residential venue, or to pay any additional costs incurred in sending him or her home, with or without a member of staff.
- Any emergency actions or procedures which were necessary would, of course, be reported to parents/carers as soon as possible.
- *Please sign the separate consent form to indicate your agreement to comply with the discipline agreement set out above.*

Residential Visits – Discipline Agreement Consent

I have read and accept the procedures outlined under the Residential Trips – Discipline Agreement.

Name of Pupil:

Signed: (Pupil)

Signed: (Parent/Carer)

Date:

Paracetamol Consent Form (collated online)

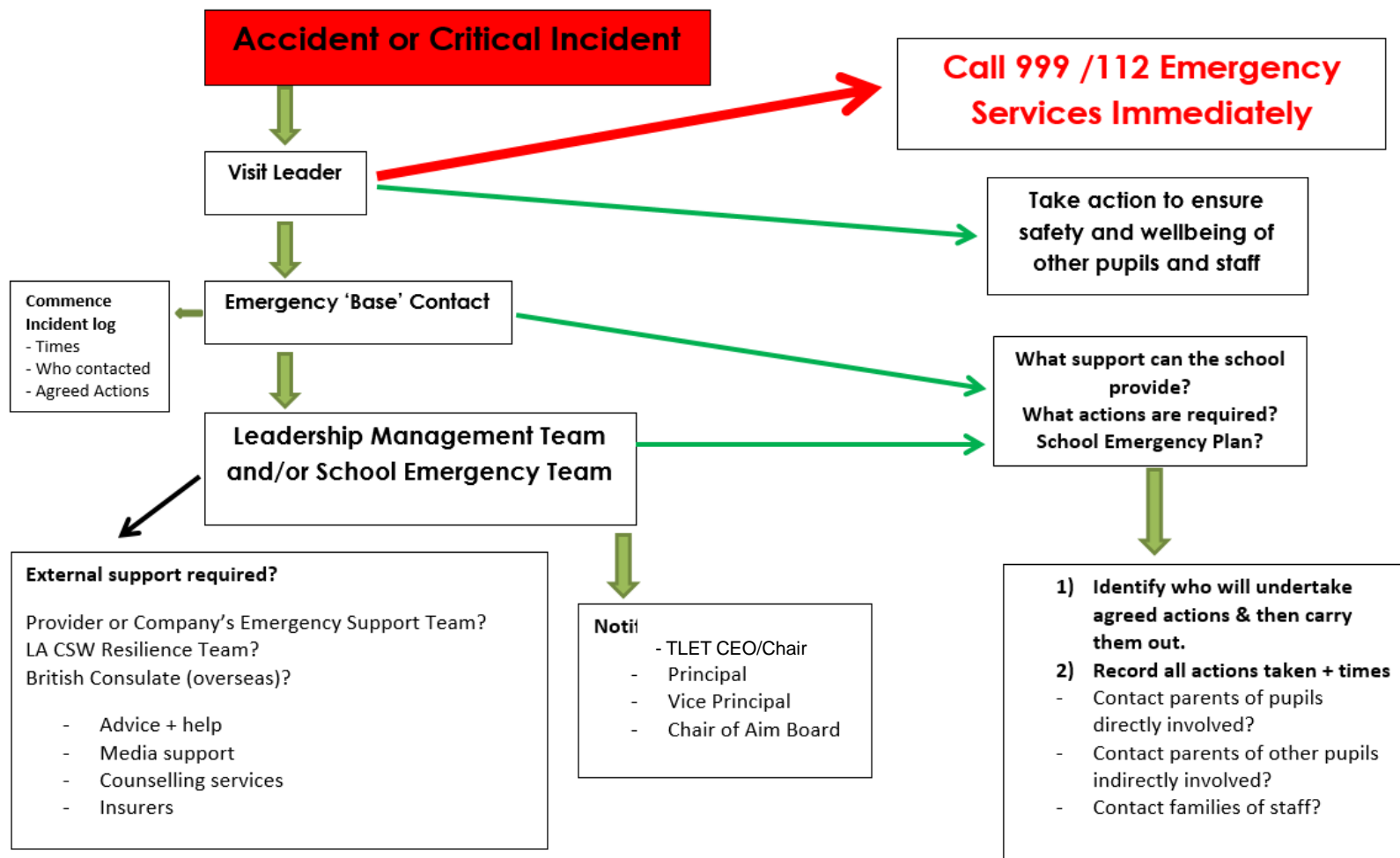
I give permission for my child to be given ONE / TWO paracetamol (please delete as appropriate) tablets if they are in a lot of discomfort.

Name of Pupil:

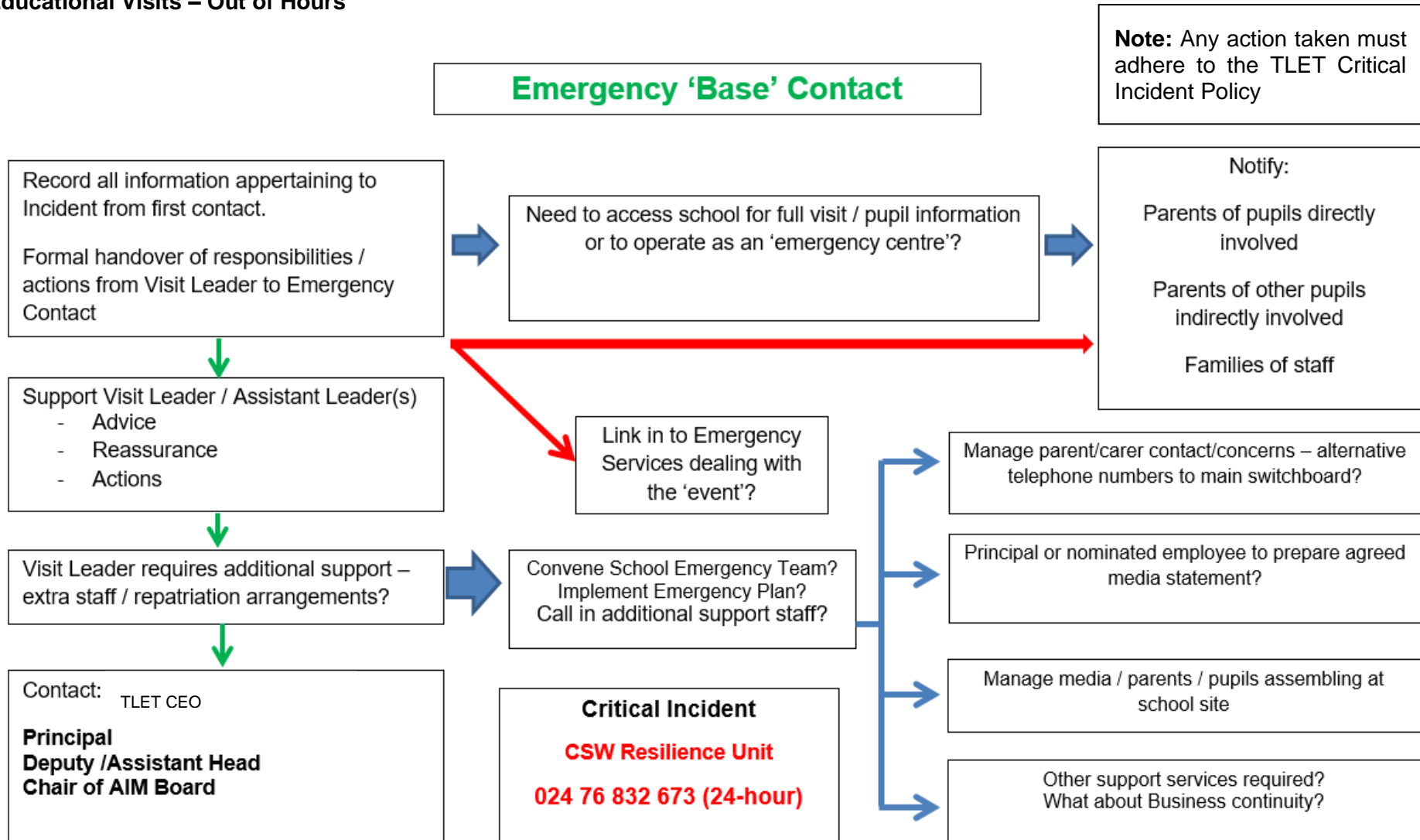
Signed: (Parent/Carer)

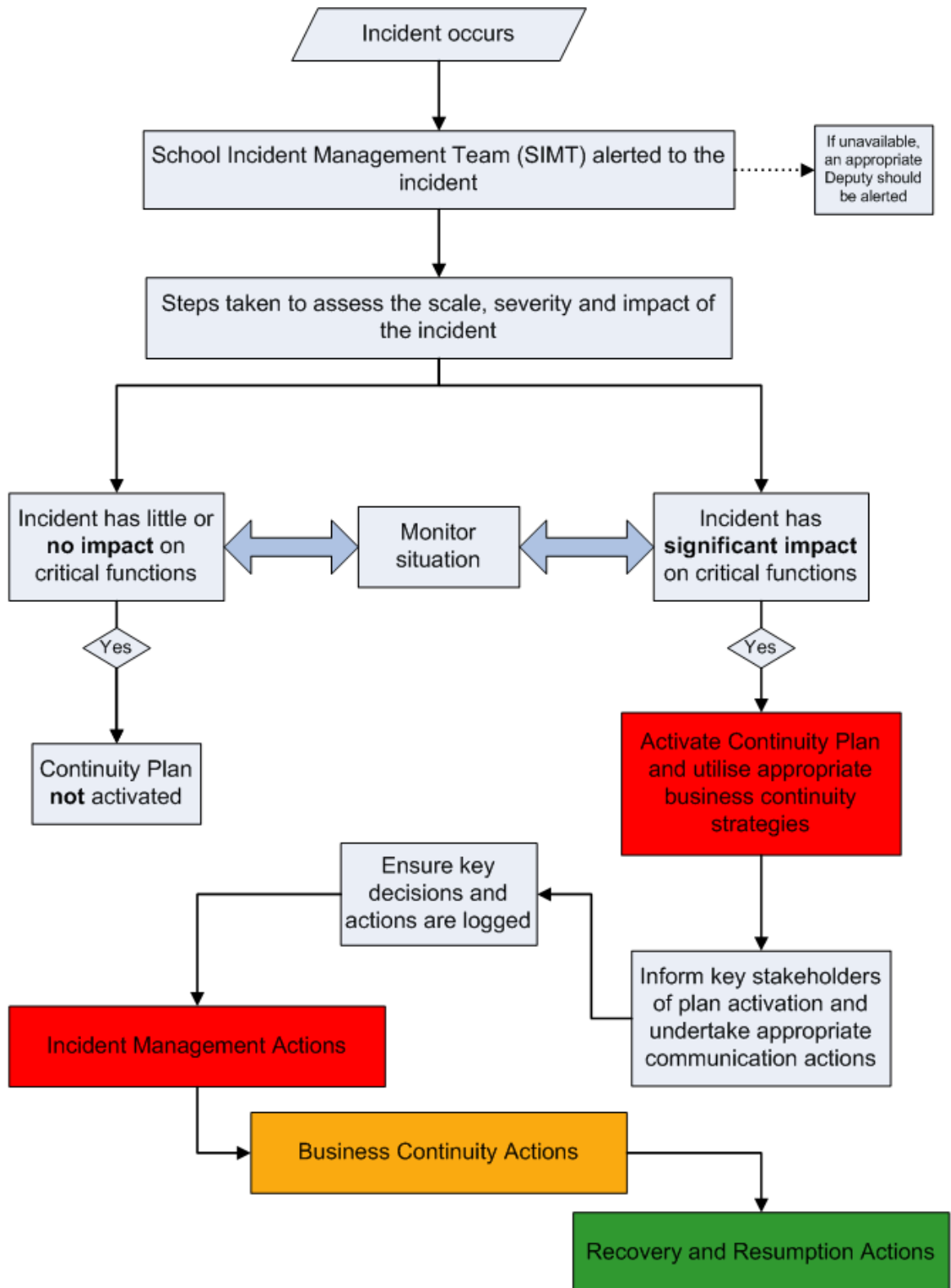
Date:

33. Appendix G – Educational Visits Emergency Overview and TLET Critical Incident Activation Process / Responsibilities



Educational Visits – Out of Hours





Role	Responsibilities	Accountability / Authority
3.1.1 TLET Trust Board/CEO	<ul style="list-style-type: none"> ▪ To adopt a Trust wide Critical Incident and Business Continuity Plan; ▪ Monitoring and evaluating overall performance in developing academy resilience. 	
3.1.2 TLET Business Operations & Estates Manager	<ul style="list-style-type: none"> ▪ Ensure that the academy’s Critical Incident and Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable; ▪ Critical Incident and Business Continuity Plan development. 	Liaison with the Principal or Academy Incident Management Team in response to a crisis.
3.1.3 Academy Improvement Management (AIM) Boards	<ul style="list-style-type: none"> ▪ Monitoring and evaluating overall performance in developing academy resilience; ▪ Working in partnership with academy Principal to provide strategic direction in planning for and responding to disruptive incidents; ▪ Undertaking actions as required to support the academy’s response to a disruptive incident and subsequent recovery. 	Liaison with the Principal or Academy Incident Management Team in response to a crisis.
3.1.4 Academy Principal Incident Manager	<ul style="list-style-type: none"> ▪ Senior responsible owner of Business Continuity Management in the academy; ▪ Ensuring the academy has capacity within its structure to respond to incidents; ▪ Determining the academy’s overall response and recovery strategy; ▪ Embedding a culture of resilience within the academy, involving stakeholders as required. 	The Principal has overall responsibility for day-to-day management of the academy, including lead decision-maker in times of crisis.
3.1.5 Business Continuity Co-Ordinator	<ul style="list-style-type: none"> ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc.; ▪ Involving the academy community in the planning process as appropriate; ▪ Plan testing and exercise; ▪ Conducting ‘debriefs’ following an incident, test or exercise to identify lessons and ways in which the plan can be improved; ▪ Training staff within the academy on business continuity. 	Business Continuity Co-Ordinator reports directly into the academy Principal and is a member of the Academy Incident Management Team

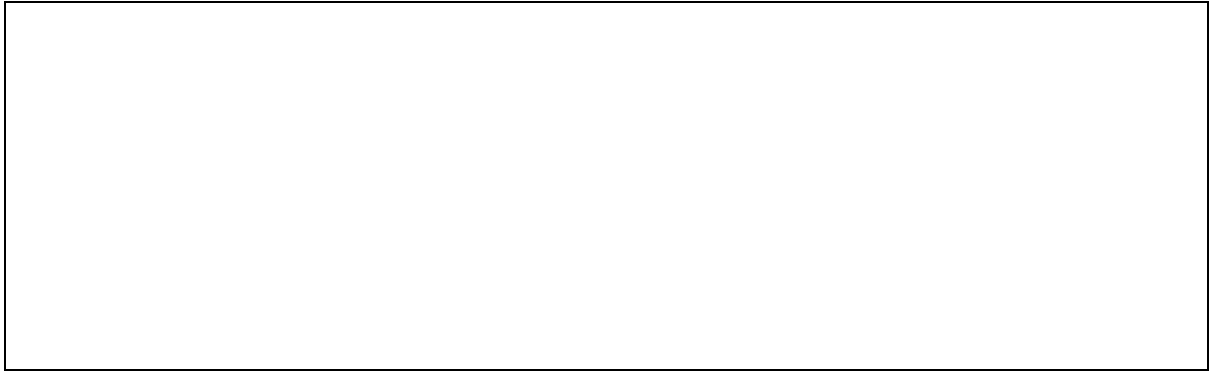
34. Appendix H – First Response Visit Emergency Telephone Record

This document is designed to ensure that in an initial telephone discussion between a Visit or Assistant Leader in trouble 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 Contact
- 4) **Major Incident:** declared as such by the UK Police or Foreign and Commonwealth Office etc.

Name of Caller	Role of Caller (Visit Leader? Assistant Leader? Helper?)
Caller's telephone number(s) – landlines/mobile	Time of this call Time of the incident
Name of Group Number and age of group	Which leaders are at the scene?
Present Location	Is the group staying put or moving to a new location?
Nature of the Incident or Emergency	

Names of any casualties and their injuries	Names of any party members sent to seek assistance
Is the rest of the party safe and likely to remain safe?	
Weather conditions including any threatening environmental factors	
Emergency Services alerted / in attendance? <i>Police.....Fire/Rescue.....Ambulance.....Air Ambulance.....Mountain Rescue/Coastguard/RNLI.....Other.....</i> <i>Already alerted?.....At what time?.....</i>	
What is the caller asking you to do? For Information only, Advice or for Action?	
Agreed Action Plan (Visit Leader / caller / emergency contact)	
Additional Notes	



35. Appendix I –Emergency Action Plan – Visit Leader / Accompanying Staff

Immediate Action

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
- 1) 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.
 - 2) If there are injuries, take action to establish the extent and administer appropriate first aid.
 - 3) 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. Pupils should be directed not to contact home in this situation.

This task should be carried out by the school / emergency contact person or nominated representative(s).

- 1) 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 taken so far

- 2) Control any communications by the rest of the group – calls / texting / photos. Rumours spread very quickly and can cause serious and unnecessary upset.
- 3) 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 / contacts
- Tour operator / provider representatives or 'emergency centres'
- Insurer

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

Secondary Action

Arrange appropriate protection from the elements.

Uninjured group members should be moved to shelter or away from the immediate vicinity of any casualties. Ensure that they:

- Are adequately supervised throughout
- Are returned as early as possible to base
- Receive appropriate support and reassurance

- 1) Avoid splitting the group – unless it is the only way to get help – and leave nobody on their own.
- 2) Manage the incident – ensure that all appropriate actions have been / are being attended to.
- 3) 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 recording an incident below.
- 4) Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and appropriate medical information for the injured persons.
- 5) Maintain contact with the emergency services and the school contact until the emergency is over.
- 6) Monitor, reassess and review – ensure nothing has been forgotten and all leaders and young people are coping, cared for and secure.

Post-Incident Action

Consider the emotional needs of any staff or young people who may have been adversely affected.

- 1) Follow the school's reporting requirements, including completing any accident and incident forms and complying with RIDDOR regulations.
- 2) Review the lessons learned and ensure that these feed into future visit plans, emergency plans and staff training.
- 3) 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
- 6) Names of others involved but not injured
- 7) Details of any moves from the incident site (times, who moved, where to, how)
- 8) Names and contact details of witnesses
- 9) Proposed actions

36. Appendix J – Visit Proposal in Principle

EDUCATIONAL VISIT – Visit Proposal in Principle

Name of Visit Leader:	
Visit to:	
Date of Proposed Visit:	
Departure Time:	
Return Time:	
Description of place(s) to be visited and activities undertaken:	
Intended Learning Outcomes:	
Transport Arrangements:	
Year Group(s):	
Number of Pupils (approx):	
Number and names of staff:	
Cover Implications:	
Estimated cost – Please provide copies of quotes and terms /conditions of booking (if applicable)	
Risk Assessments Required:	

Received by EVC:	Date:
Approval to proceed in principle YES/NO	EVC signature: Date:

Educational Visits Financial Planning

Cost of admissions / activity / accommodation / catering: <i>(including staff costs if applicable)</i>	£
Cost of transport:	£
Cover/Supply costs:	£
Administration cost for Day trips £2.50p per pupil / UK residential (overnight) £5.00 per pupil Extended UK residential/Overseas residential £15.00 per pupil	£
Overall estimated cost of visit:	£
Total charge per head:	£
Cost to be paid by school:	£

Please note: Where charges apply 5% must be added to the cost of the visit to cover Parent Pay and Insurance costs (administration fees).

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Number of Places available:	
Cover/Supply Implications:	
Dates suitable for school:	
Draft letter to parents/carers attached:	
Transport provider:	
Minibus Coach Rail Ferry Plane	

37. Appendix K – Good Practice Residential Visits – Reference Guide

There are a wide range of overnight residential visits that pupils experience. Types of residential accommodation may include any of 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
- Home stays with host families
- Mountain huts, bothy's, bunkhouses and lodges

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 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/Principals, 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 (2020)* 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 pupils attend off-site activities, including day and residential visits and work-related activities, **the visit leader 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 group. If operating on a split floor site, ideally the group/staff team should be on the same floor.

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 Educational Visits Coordinator (EVC), Principal or a member of the Leadership Team for advice/support.

Should individual staff have concerns as to the behaviour of another member of school staff, they should raise them with the visit leader and/or contact the EVC/Principal/Leadership Team member or the Designated Safeguard Lead at the earliest opportunity.

Pupils should be encouraged to report any concerns regarding inappropriate behaviour by school staff or others whilst on a visit. The Visit Leader or other staff not directly involved with those concerns must take steps to deal with them. The matter/incident must be reported to the Principal.

Should 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 Education Visits Coordinator (EVC), the Principal or a member of the Leadership Team for support in dealing with the matter.

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.
- Staff should not normally share tents or small bivouacs/shelters with pupils.
- Large bivouacs or 'mountain' huts where the accommodation may be 'open plan' should only be used only 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 learner's privacy is respected at all times.

Staff Behaviour and requirements

- All staff – paid employees or volunteers must be enhanced 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, innuendos 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 expected to act as a role model and a representative of the school at all times.
- Staff should only use mobile phones, cameras, tablets etc. in accordance with 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 agreed bedtimes and ensure that they settle down prior to going to bed themselves.
- Staff cannot delegate their Duty of Care to third party providers. There should be a staff presence at all times during any 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 staff. Staff should make clear to pupils any expectations and where they will be in case of need.

Pupils must be made aware of the following:

- The planned itinerary, times etc.
- 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 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 of 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.
- Pupils use of recording devices – cameras/phones/tablets etc. should only be used as per policy/agreement only. Devices should not be used in bedrooms, dormitories, changing and toileting areas etc.

Emergencies

The Visit Leadership Team (all staff involved with the visit) should be aware of the school's emergency procedures – who to contact and what telephone numbers to use. In the event of the Visit Leader becoming incapacitated other members of staff should be able to 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 them to be made 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 contact details, the name and telephone number of the accommodation etc.

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 individual's 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/carers of actions/treatment and if required the completion of accident/incident forms
- Staff should be suitably competent and confident to administer medication where required to pupils whilst undertaking visits.
- Pupil medication may need to be kept in a safe/secure area.

38. Appendix A – Technical Support



Technical Support for this policy and our policy and practices is supported by [Neil Wilson Educational Visits and Outdoor learning](#).

The service provides comprehensive annual support to educational establishments involved with the full range of educational visits, offsite activities, adventurous activity and learning outside the classroom. From simple local part day visits and sports fixtures to complex UK and overseas ventures.

39. Appendix B – EVC Training Certificate

Directorate of Education and Inclusion

*EDUCATIONAL VISITS CO-ORDINATOR REVALIDATION
TRAINING*

This is to certify that

Chloe Buckenham

Completed the above course of training on

2nd December 2019

Signed: 

Sarah Atkins

Educational Visits Adviser

OEAP Trainer for Educational Visits Co-ordinators



Outdoor Education Advisers' Panel

