



Educational Visits Policy

St. Andrew's C of E Primary School

February 2017

The Diocese of Ely Multi Academy Trust (DEMAT)

A Policy for Educational Visits

St Andrew's CE Primary School

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This policy aims to reflect and promote our school's core values of:

Excellence

Nurture

Respect

Integrity

Hope

This policy was approved / last reviewed in September 2015. Next review: September 2016

St Andrew's CE Primary School
Policy for Educational Visits and Learning Outside the Classroom (LOTc)

Sections in black are taken from the model policy for academies provided by CCC.
Sections in grey are subsidiary information relating specifically to St Andrew's School

1. Provision of Employer Guidance

St Andrew's CE Primary School has formally adopted "National Guidance"(NG) as "Blank Employer Guidance". This guidance can be found on the following web site: www.oeapng.info

It is a legal expectation that employees must work within the requirements their employer's guidance; therefore St Andrew's CE Primary School employees must follow the requirements of National Guidance", as well as the requirements of this Policy Statement.

St Andrew's CE Primary School employees must also follow the associated NG recommendations.

All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life. To enrich the curriculum for our children, we also complement what they learn inside school by offering a range of opportunities to Learning Outside the Classroom and educational visits.

The safety of the staff and children involved in them is paramount. Whilst valuing these visits, we are conscious of the need to plan and supervise such visits with great care and for assessing the benefit to the children of each proposed visit.

Through this policy we aim to provide the procedures and guidelines which will enable our visits to be implemented safely. It gives advice and information about responsibilities for staff, procedures in the event of an accident, insurance and financial arrangements.

The policy will be reviewed annually and amended where necessary in order to reflect any changes in legislation.

St Andrew's CE Primary School utilises Evolve, the LA online tool to plan and monitor all aspects of educational visits and relevant LOTc activities.

2. Scope and Remit

The NG document "*Basic Essentials MUST Read - Status and Remit*" <http://oeapng.info/downloads/basic-essentials/> clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Educational visits and LOTc.
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base;

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

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: *"Underpinning Legal Framework"* <http://oeapng.info/downloads/legal-framework-and-employer-systems/>

This Policy relates to the following Blank policies (Health and Safety Policy, Employment, Insurance)

3. Ensuring Understanding of Basic Requirements

As an employer, St Andrew's CE Primary School is required to ensure that its employees are provided with

- appropriate guidance relating to visits and LOtC activity;
- employer-led training courses to support the guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training from an appointed Adviser that has proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

The appropriate guidance for the management of outdoor learning and LOtC at St Andrew's CE Primary school is the National Guidance web site www.oeapng.info

The relevant training courses for St Andrew's CE Primary school are:

1. Educational Visit Coordinator (EVC) Training - St Andrew's CE Primary school establishment is required to have a current, trained EVC in post. Educational Visit Coordinator (EVC) Revalidation
2. St Andrew's CE Primary school EVC is required to undertake a formal revalidation from time to time.
3. Visit Leader Training – this course is strongly recommended for all those who lead visits and off site activities.

For the purposes of day-to-day updating of information, St Andrew's EVC and Visit / Activity Leaders are directed to the posting of *"Information Updates"* from Cambridgeshire County Council on Evolve.

Where an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should contact their Educational Visits Coordinator (EVC), or the Outdoor Education Adviser

The Outdoor Education Adviser for the Academy is: Stephen Brown

Contact Details: stephen.brown@cambridgeshire.gov.uk

Office phone. 01480 372677

4. Organisation

The National Curriculum defines what we teach the children in school. This is the basis for each class's programme of learning for each school year. Within each class's programme of work the teachers plan educational visits and activities that support the children's learning. All educational visits must have identified learning goals and never be simply an 'enjoyable experience'. We give details of these visits and activities to parents at the beginning of each school year. We plan other activities as the school year progresses, and inform parents of these in due course.

Visits and activities usually take place within the school day, and the Educational visits coordinator approves all such visits in advance. We follow the Local Authority's guidelines relating to health and safety, and we ask parents to give written consent for their child to take part in any activity that takes children off the school site and out of the town of Soham. If we do not receive this written permission, the child will be unable to participate. When joining the school, each parent is asked to sign a document giving permission for their child to take part in activities within the village during their time at the school.

5. Role-specific Requirements and Recommendations (see NG 3.2d, 3.3c, 3.4f, 3.4k & 4.1-4.6)

National Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found the establishment. These are:

1. Member of Board of Governors or Management Board
2. Headteacher
3. EVC
4. Visit or Activity Leader
5. Assistant Visit leader
6. Parents/ Volunteer Adult Helper

To be deemed competent, a St Andrew's CE Primary school Visit Leader, or Assistant Leader must be able to demonstrate *the ability to operate to the current standards of recognized good practice for that role*. All staff and helpers must be competent to carry out their defined roles and responsibilities.

National Guidance sets a clear standard to which St Andrew's leaders must work. The guidance states:

"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.*
- *Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.*
- *Knowledge and understanding of the staff, the activity, the group 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. The EVC should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to of a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

Organisers of school visits have a common-law duty to act as a reasonable parent would in looking after young people in their care under the particular circumstances of the visit. They also have a responsibility within their conditions of employment to maintain order and discipline and for safeguarding the health and safety of their charges, whether on school premises or on authorised activities elsewhere.

The Governors have a statutory responsibility for the conduct of the school and its curriculum and for the safety of a planned educational visit. Authority for residential visits require the approval of the Governing Body.

The LA also has a duty of care for children on school visits.

The Head Teacher is the Educational Visits Coordinator and has overall responsibility for ensuring that this policy is adhered to and for all off-site activities.

The Visit Leader should ensure that the aims of the visit are commensurate with the needs of the pupils. Consideration should be given to the choice of venue, time of year and the relevance of activities in relation to the objectives for the visit. The visit leader is responsible for organising and planning the visit including the completion of risk assessments and the briefing of all adults. Specific Guidance for Visit Leaders can be found on the Guidance website.

All Staff have the responsibility to co-operate with the Head Teacher and the Governors, to ensure the safety and success of a school visit. All outdoor activities must have prior approval of the Headteacher. All injuries or accidents should be reported to the Head Teacher and recorded in the school accident book. The LA should be informed of severe injuries i.e. hospital visits exceeding 24 hours.

6. **Assessment of Leader Competence** (NG 3.2d)

National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of Blank Policy that all leaders and assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the NG guidance. Staff should maintain their training and qualifications on their own profile within Evolve. For D of E leaders, there are clear established standards for leading expeditions, and these are published on Evolve.

7. **Planning** (NG 3.2 – 4.4)

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

- The plan is based on establishment procedures and national guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out an exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), 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, including indicators.

To reduce bureaucracy and encourage activity, the need for formal consent must be considered. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental responsibility need to be fully informed.

This supports the move towards developing establishment activity-specific policies for regular or routine activities. Such policies should be robust and equate to “*operational guidance*” that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

The degree of complexity of a particular plan or policy (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 “**SAGED**” as explained below.

- **Staffing requirements** – trained? experienced? competent? ratios?
- **Activity characteristics** – specialist? insurance issues? licensable?
- **Group characteristics** – prior experience? ability? behaviour? special and medical needs?
- **Environmental conditions** – like last time? impact of weather? water levels?
- **Distance from support mechanisms in place at the home base** – transport? residential?

8. Approval and Notification of Activities and Visits

The Employer Policy **must** provide clarity on issues where responsibilities and functions are delegated. This is particularly critical in establishing requirements regarding formal notification and formal approval of activities. Activities in Zone 1 must be defined, and what is covered under generic risk management processes within the school.

It is a requirement that St Andrew’s CE Primary School use the Evolve system. For further advice and help using the system, the establishment should contact the outdoor education adviser (see section 3)

All visits are the responsibility for the Academy to approve. The Outdoor Education Adviser will review the approved plans for Abroad and Adventure visits, and add a third level approval, confirming that the visit meets the standards expected for planning and appropriate standards for the visit. This runs via the current set up in Evolve. This will include D of E expeditions.

The Visit Leader has the overall responsibility for planning, supervision and conduct of the visit and must complete:

- Visit leaders Checklist (appendix 1)
- Evolve – Educational Visits approval form
- Risk assessments (appendix 2)

To ensure accountability and to avoid potential confusion, a single Visit Leader should be appointed. If this role changes during a visit, a clear handover should be made. The key requirements for Visit Leaders are that they must be accountable, and competent and confident to lead the visit/activity, not that they hold a particular post, title or job description. Visit leaders should ensure careful planning by complete the checklist in appendix 3

Planned activities must match the age, needs and experience of pupils and should address questions such as:

- What is the aim of the visit and the expected outcomes?
- Where does it fit into the pupils' current curricular needs?
- Is it in line with the school's curricular policy?
- Is the aim being achieved in the most efficient and effective manner?

All concerned should have a clear understanding of the objectives relating to the curriculum and to social and personal development. Approval in principle should be sought from the Headteacher as soon as possible and before any financial commitment is made. For activities that fall into 'High Risk' category, the Headteacher should gain the approval of the Outdoor Education Adviser. Any member of staff wishing to take children on an 'adventure activity or abroad' must log the visit on Evolve, using the relevant guidance to help plan the venture and if needed using support from the Outdoor education adviser.

9. Risk Management (see NG 1d, 4.3c & 4.4h)

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 effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. This policy clarifies the circumstances where a preliminary visit is a requirement.

Consider the following Option for decision.

- 1 Pre visit are required for visits where there is a high complexity factor and the visit has not happened previously.
- 2 Additionally required when the visit is solely led and managed by academy staff.
- 3 Residentials, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity.

If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventuremark
- NGB centre approval schemes (applicable where the provision is a single, specialist activity).

St Andrew's CE Primary School takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances.

As an employer, St Andrew's CE Primary School has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level.

St Andrew's CE Primary School follows the guidelines on Risk Management in the National Guidance and staff should consider the associated Radar Graph and Planning Tool when organising their visits. A risk

assessment must be undertaken prior to all educational visits and off-site activities. The Headteacher delegates this responsibility to the member of staff organising the visit or activity but must approve and sign the risk assessment before the visit/activity is allowed to go ahead. The risk assessment must identify all significant risks, the measures to control these risks as well as any specific additional needs/medical needs of the participating pupils.

Pre visits are a useful tool to help manage risks and also ascertain the suitability of the provider to meet the intended outcomes of the proposed visit. Another good indicator is the Learning Outside the Classroom Quality Badge and any provider holding this badge is deemed suitable for use in terms of safety and quality. No contract or visit should be entered into until the organisers are satisfied that there is good safety provision and that the provider can meet the intended aims and outcomes. The preliminary visit should seek to:

- Establish the purpose of the visit
- Check for potential hazards
- Check timing
- Establish local contacts
- Ask the provider to explain their risk management processes and what the role of the staff are within the visit Obtaining the providers risk assessments is not normally needed especially if they hold the LOTCQB

The school has a standard format for risk assessment (appendix 2). Risk assessments should be completed on the staffroom computer and saved on the hard-drive in the appropriate folder. These can then be amended when further visits are organised. The specific forms should also be uploaded onto the visit form on Evolve.

Copies of risk assessments should be submitted to the headteacher for approval **at least two clear days** before the visit is due to take place and with the programme should be disseminated to all adults prior to the start of each visit. A copy should also be taken on the visit.

The visit leader should ensure that a functioning mobile telephone together with relevant contact telephone numbers is taken on any visit. Information for parents/carers and consent

Any visit for adventure activity or abroad must be logged into Evolve

10. Insurance for Off-site Activities and Visits (NG 4.4c)

Employer's Liability Insurance is a statutory requirement and St Andrew's CE Primary School holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors. Blank also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by staff for which the employer is responsible.

Some level of Personal Accident Insurance is provided for all St Andrew's employees in the course of their employment, providing predetermined benefits in the event of an accident. However, Visit/ Activity Leaders should be advised that they should consider taking out less limited personal accident cover privately, or obtain cover through a professional association.

St Andrew's staff should contact the Insurers to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the insurer. They should also ensure they have obtained current information regarding any special policies that may be available to offer more comprehensive cover.

Organisers should note that there is no automatic right of compensation for injury of any employee, student or third party who sustains an injury as a result of an accident in connection with school activities. Additional insurance must be taken out for residential or adventure related activities. ***Unless the school is providing such cover, parents should be advised that they are responsible for obtaining any such cover.***

The responsibility for insurance of private vehicles belonging to Governors, employees and voluntary helpers, including parents, rests with the owner or driver concerned. Any person planning to use his or her vehicle must hold a 'business use' extension within their motor insurance policy.

11. **Inclusion** (NG3.2e)

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

St Andrew's takes all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and LOtC thus ensuring an aspiration towards:

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

Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

Under the Equality Act 2010, (previously the Disability Discrimination Act 1995), it is unlawful to:

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

12. **Parental Consent** (see NG 3.4n)

Schools are not legally required to obtain parental consent for activities or visits that take place wholly in normal school hours, unless the child is of nursery-age. However, as many of these activities require financial contributions from parents we have decided that parental permission will be sought for all activities which take place off the school site and which require such contributions.

Parental permission will not be sought when activities take place within school time and do not require financial contributions from parents. This position is shared with parents via the school prospectus and website.

Day visits involving, for example, adventurous activities, a full day away from school, special lunch arrangements, special clothing requirements, travel and possible costs, all require brief written

information to parents. Where adventure activities or visits that are seen as very complex are offered, their written agreement must be sought.

Information to parents should: be sent as far in advance of the journey as practicable and, in the case of residential visits, be followed up by a parents' meeting to clarify details such as

- the programme of activities
- sleeping arrangements,
- staffing arrangements
- transport arrangements
- spending money
- first aid provision
- clothing lists
- risk assessments
- special arrangements relating to pupils with SEN
- emergency communication

13. Charging (see NG 3.2c + Charging policy)

All staff must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

The Education Act 1996 stipulates that school cannot charge for:

- education provided during school hours (see appendix 1)
- education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination

Legally, schools may invite, but not require parents to make voluntary contributions to the schools activities in order to enhance what is otherwise provided e.g. school visits or journeys.

In seeking voluntary contributions for school activities, organisers must make it clear to parents that

- There is no obligation to contribute
- That pupils will not be excluded from activities or be treated differently according to whether or not their parents have made contributions
- The activity may be cancelled if insufficient contributions are received.

The financial implications of a visit require detailed consideration at an early stage and visits will have many cost implications, including travel, insurance, entry charges, excursions, accommodation and food. Coach bookings should be made via the office at the earliest possible opportunity.

Appendix 3 contains a statement which must be included within correspondence to parents as well as a flow diagram to help determine whether charges can be made.

Parents of children eligible for Free School Meals may be exempt from paying the full or part cost of educational visits

If insufficient contributions are made then a second letter informing parents of the risk of cancellation should be issued. (appendix 1)

14. Effective Supervision of Pupils. (see NG 4.2a & 4.3b)

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does requires that the level of supervision and group management is "effective".

Effective supervision should be determined by proper consideration of:

- Staff Competence
- Activity - nature and location of the activity (including the type of activity, duration, skill levels involved)
- Group - age (including the developmental age) of the group; ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- Environment - 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,
- Distance away from the base

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years.

It is essential that each member of the school or centre staff on the visit know exactly which pupils they are responsible for and the extent of that responsibility. Each pupil should also know which member of staff is responsible for them and their group. Party leaders retain responsibility for the safety of pupils at all times, but on occasions may delegate this to a qualified member of the centre staff for a short time during a hazardous journey.

Ratios are a risk management issue and should be in accordance with effective supervision. The following however is our preferred adult pupil ratio

Minimum Adult : Pupil Ratios for day and residential visits. (based on 2007 guidance - section D)		
Nursery & Reception	Years 1-3	Years 4-6
1: 3	1: 6	1:10
Max 1:8 when swimming is involved		

The above ratio is based on:

- A minimum of 1 teacher to 20 children for Foundation Stage visits
- A minimum of two adults per visit.
- The total number of adults being determined by applying the relevant ratio and rounding up to the nearest whole number of adults.
- Each visit being led by a competent employee approved by the Headteacher.
- Wherever possible, mixed sex groups, especially residential visits should normally have at least one male and one female adult.
- Visit leaders should ensure that the overall party size is restricted to that which is manageable in the prevailing circumstances
- Parent helpers representing no more than 50% of the staffing compliment.
- Additional adult support is likely to be necessary for children with additional needs, classes with significant behaviour challenges, outdoor adventure activities and where there are significant number of inexperienced staff

Adult/Parent helpers

We are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will:

- Normally be people well-known to the school as either parents or governors. Although the school retains the right to make the final decision as to which volunteers accompany a visit.
- Be carefully selected, be competent for the tasks expected of them and act towards the children as a careful parent would in similar circumstances.
- Be told that they have the responsibility to follow the instructions of the visit organiser and that the visit organiser retains overall responsibility.
- Not necessarily supervise a group containing their own child

- Be informed by the visit organiser of precisely what their role is, the relevant risk assessments, the children that they have responsibility for, although teachers must retain primary responsibility for supervising the party at all times.

DBS checks must be obtained for residential visits and when a volunteer might be supporting children without a member of staff being present.

15. **Transport** (See NG 4.5a, 4.5c,) Refer to NG

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 establishments **must** follow the specialist guidance provided below. All national and local regulatory requirements **must** be followed.

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

The Visit Leader should ensure that coaches and buses are hired from a reputable company.

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures.

Transport for educational visits is generally provided by a private hire coach and providers are listed on Evolve – but this is not an approved list. When booking coaches consideration must be given to ensuring that they are:

- provided by a reputable company
- fitted with forward facing seat belts
- and on arrival appear to be roadworthy

If there is concern over any of these points, the visit should not proceed.

Seat belts must be provided and always worn by pupils and staff. The visit organiser is responsible for the conduct and behaviour of the children whilst they are travelling.

Public transport can provide a cost effective alternative to a private coach. When considering public transport, consideration should be given to:

- Ensuring effective supervision
- Identifying an emergency plan to address issues of cancellation
- The communal nature of public transport

Private Cars. (See NG 4.5c)

Private cars owned by staff and volunteer helpers can be used to transport pupils on educational visits

Potential drivers must be assessed as competent to::

- Assess the suitability of the parent / carer to take responsibility for other children
- Checked annually for a valid driving licence, MOT and insurance certificate

16. **Residential visits**

Children in Years 5 & 6 traditionally have the opportunity to take part in a residential visit.

Any specialist activities are undertaken with qualified instructors.

Due to their special nature it is important that the following points are adhered to when planning residential visits:

- Staffing should be organised to ensure effective supervision for the whole visit
- Moderate alcohol consumption at an appropriate time of the day among staff is allowed. This is subject to the minimum staff required to maintain effective supervision, remaining *dry*.
- Additional insurance should be taken out for residential visits
- To help prevent children becoming homesick, children should not take mobile phones on residential visits.
- All staff including volunteers must have an enhanced DBS check
- Full contact details should be taken for all children (see appendix 5)

17. Medical arrangements (see appendix 3 & Medication Policy)

Individual pupils medical needs must be identified on the risk assessment forms. Prescribed medication together with a complete first aid box must be taken on all visits. A person with a recognised First Aid qualification must also be present on every Educational Visit.

Accidents and illnesses may require the application of first aid, but professional medical assistance should be sought in appropriate cases at the earliest possible opportunity. Where a pupil or adult is injured, the party leader should make a detailed written record of the circumstances of the incident, listing all relevant factors. This should be done immediately following the incident and transferred to official documentation at the earliest possible opportunity

18. Emergency Planning and Critical Incident Support (see NG 4.1c, 4.1i, Critical Incidence Policy & Appendix 4)

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

As an employer, St Andrew's CE Primary school is committed to providing emergency procedures to support staff in the event of a critical incident. Cambridgeshire County Council Childrens Services Learning offer this support to all Cambridgeshire Academies as a free service, and this should be reflected in school plans.

To activate support from Stephen Brown, the following telephone numbers should be used:

Normal office hours: 8.30am

Outside normal office hours:

These numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. Under no circumstances should these numbers be given to young people or to their parents or guardians.

In the event of an emergency, the following procedures should be adhered to:

- Assess the situation, establishing the nature and extent of the emergency but ensuring that the leader does not put them self at further risk
- Immediately inform all visit staff of the problem
- Account for all group members and ensure their well being
- Establish the names of people involved in the incident and, if injured, the nature and extent of the injuries

- Ensure that the injured are accompanied to hospital wherever possible by an adult known to them
- Clarify with the rest of the group what has happened and your consequent course of action
- Restrict access to telephones until your emergency contact at school has been alerted, with precise details
- Do not release names of injured participants
- Leaders should avoid any direct dealings with the media
- If the incident is serious, the group leader should alert the Headteacher or deputy who may then contact the relevant LA officers and chair of governors, who will then determine arrangements for dealing with the media. It is vital to keep an accurate, real-time record of all actions as they occur

19. Vetting Checks

St Andrew's CE employees who work *frequently* or *intensively* with, or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

20. Monitoring (see NG 3.2b)

As an employer, St Andrew's ensures that there is sample monitoring of the visits and LOfC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of National Guidance. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the EVC.

APPENDIX 1.

<u>Visit Leaders Planning Checklist</u> (National Guidance 3.3e)	
Evolve	
Risk assessment	
I have met all requirements of my employer's and my establishment's policies relevant to the visit.	
I am confident to lead the visit and have the specific competence to do so, and have been judged so by my head / manager in line with my employer's requirements.	
I have planned and prepared for the visit, involving staff and young people in the planning and risk management process to ensure wider understanding.	
I have kept my EVC informed at each stage of the planning process.	
I have undertaken a preliminary visit if appropriate or required by establishment policy.	
I have defined the roles and responsibilities of other staff (and young people) to ensure effective supervision, and have appointed a deputy.	
I have shared details of 24/7 emergency contacts and emergency arrangements with key staff.	
I have obtained parental consent forms (where required), medical details and contact details and these have been copied and shared with relevant staff and providers.	
I have checked whether insurance arrangements are adequate.	
If accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management.	
Child protection issues are addressed, including CRB/ ISA checks and processes where appropriate.	
I have disseminated relevant information to supporting staff.	
There is access to first aid at an appropriate level.	
Relevant information has been provided to parents and young people, and pre-visit information meetings have been arranged where appropriate.	
All aspects of the visit (both during and after the event) are evaluated	
Staff and other supervisors have been appropriately briefed on <ul style="list-style-type: none"> • the nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities • the nature and location of the visit. 	
The visit is effectively supervised - staffing ratios meet requirements of good practice.	
I understand that the overarching duty of care remains with establishment leaders, even when partial responsibility is shared with a provider.	
Staff and third party providers have access to emergency contact and emergency procedure details.	

Managing Risks

Guidance Notes:

The risk management of an activity should be informed by the benefits to be gained from participating. St Andrew’s CE Primary School strongly recommends a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the 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.

The risk management of a given off-site activity needs to be informed by the benefits to be gained from participating, as well as the possible hazards to be encountered and risks to be managed. It is therefore good practice to make the starting point for any risk assessment a consideration of the anticipated benefits and learning outcomes. All proposed educational activities off school site must follow the completion of a formal risk assessment. We aim to contain risks to acceptable levels if activities are to proceed. If risks are assessed to be too high, the activity should not proceed.

We aim to do this by careful consideration of the following factors:

- The type of activity and the level at which it is being undertaken.
- The location.
- The competence, experience and qualification of the school supervisory staff.
- The group members’ age, competence, fitness and temperament
- The ratio of experienced, qualified centre staff to students.
- The quality and suitability of available equipment.
- Seasonal conditions, weather and timing.

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St Andrew’s C.E Primary School.
Educational Visit Risk Assessment.

Based on the Risk Benefit form from Evolve and NG 4.3c

Place of visit: Purpose of visit:.....

Year:..... Date of visit:Number of pupils:Adult / Pupil Ratio: 1:...

Name of staff leading visit:

Names of other staff / volunteers:.....

Name of staff with First Aid responsibility:

Pupils with:

- Medical needs
- Behavioural needs:

Hazard	Action Required

Signature of person completing risk assessment form.....*Date*.....

Signature of head / Deputy Head teacher.....*Date*.....

Charging Statement to Parents

A voluntary contribution of £ xxxxx per child is needed to help cover the cost of the visit which includes xxxxxxxxxxxxxxxxxxxxxx There is no legal obligation to contribute and no pupil will be excluded from the visit, but I must inform you that if insufficient contributions are made, the visit is likely to be cancelled.

The cost of the visit to will be £..... comprising:

- £..... board and lodging
- £..... transport to and from
- £ visits while at

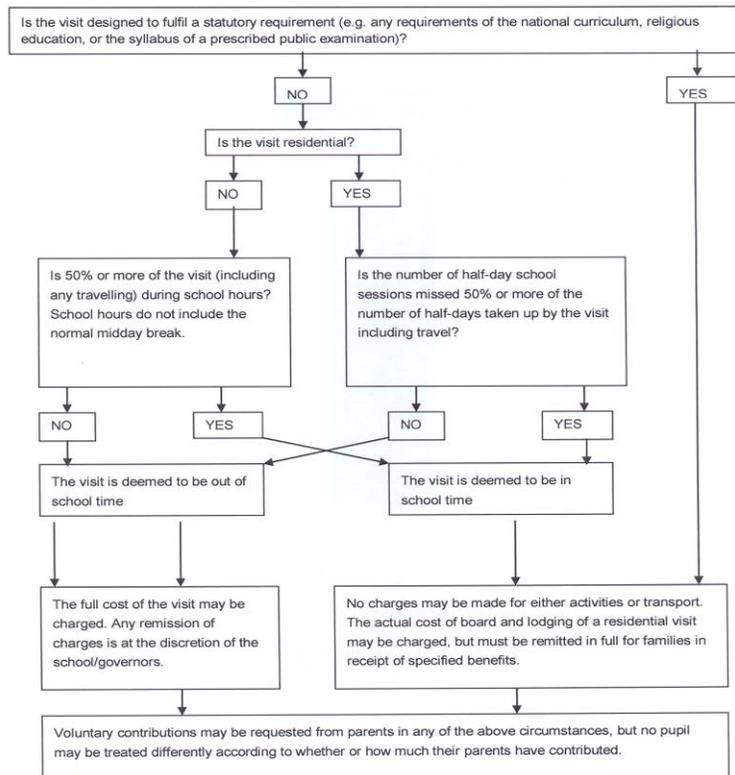
Insufficient contributions

I regret to inform you that insufficient contributions have been made for the planned visit to to go ahead. Unless there is a significant increase in the contributions bythen the school will have no choice but to cancel this visit



Charging policy

(Also



St Andrew's CE Primary School
Residential Visit - Contact / Medical information
THIS FORM MUST BE RETURNED TO THE SCHOOL

Part A **Details of the event**

Name of Group: St Andrew's CE Primary School

Visit:

Dates:

Visit Leader:

Part B **Contact details**

Child's full name..... D.O.B.....

Home address.....

Home phone number.....

Daytime phone number.....

Mobile phone number (s).....

Part C **Medical details**

Child's National Health Number.....

Name, address and telephone number of your local doctor.....

.....

If the answer to any of the following questions is Yes please give details overleaf.

1. Has he / she been away from home on their own before? Yes No

2. Does your child have any special dietary requirements? Yes No

3. Does he/she suffer from any recurrent illness e.g. asthma,
hay fever, migraine, fits or faints, bad period pains or any other
illness or disability? Yes No

4. Does he / she require any medication during the visit?
Please list over Yes No

5. Is he / she known to be allergic or sensitive to anything
(e.g. penicillin, aspirin, other medicines, wasp stings, food etc?) Yes No

Type of medication, including travel sickness medication, Calpol & antihistamines.

Dosage, frequency and any special instructions

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.....

.....

.....

NB All medication should be carefully labelled with the child's name, and given to the visit leader.

Other information:

.....

.....

Authorisation

In the event of illness or an accident requiring emergency hospital treatment, I authorise the leader named in Part A of this form to sign on my behalf any written consent required by the hospital authorities, if the delay required to obtain my own signature is considered inadvisable by the doctor or surgeon concerned.

I give / do not give permission for my child to

I give / do not give permission for my child to travel

I give / do not give permission for my child to receive non prescribed medication i.e. Paracetamol, Wasp-Eze, Calpol etc

Signed.....(parent / legal guardian)

NB The medical profession takes the view that a parent's consent to medical treatment cannot be delegated. This view is explicit in the Children's act 1989. Medical consent forms have no legal status and a doctor has the right to insist on parental consent to treat a child. However, it can be of comfort to medical staff to have general consent in advance from parents or to have a leader on hand to sign forms.

ST ANDREW'S C.E. PRIMARY SCHOOL.

CODE OF CONDUCT FOR OUTDOOR VISITS.

Children should adhere to the same code of conduct and basic rules that are expected of them within the school environment. In addition they are expected to

1. Be polite and good mannered to each other and all adults we meet.
2. Listen to our group leader and do exactly as we are asked, the first time of asking.
3. Travel on coaches sitting down safely - we never change places or shout loudly.
4. Stay with our group and always ask permission to go elsewhere (toilets etc.)
5. Walk quietly wherever we go not disturbing other people, along pavements in pairs keeping next to the wall-side.
6. Respect property by not sitting on walls or touching cars. Looking after vegetation and not pulling it.
7. Obey the country code when in the countryside.
8. Always leave places as we found them without litter. Do not bring bottles or cans.

Emergency Procedure Protocols for Visit Leaders National Guidance 4.1c

The immediate course of action should be to:

1. Assess the situation, establishing the nature and extent of the emergency but ensuring that the leader does not put them self at further risk.
2. 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.
3. Follow the emergency procedures appropriate to the activity.
4. If there are injuries, take action to establish their extent and administer appropriate first aid. It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Visit Leaders make the telephone numbers that activate the Critical Incident Management Plan communication available to parents. Direct contact with a parent or guardian of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

When summoning help:

1. Contact the appropriate emergency service(s) providing:
 - name of group and visit leader
 - location
 - nature of emergency and number of injured persons
 - action so far
 - follow advice from emergency services.
2. Contact and advise the establishment Emergency Contact of the incident and action taken.
3. Contact and advise any local base being used by the group. The visit leader at the location of the incident (in conjunction with the local base support) should:
 1. Ensure that an appropriate adult attends the receiving hospital, taking with them parental consent forms and appropriate medical information for the injured persons.
 2. Ensure that the remainder of the party:
 - are adequately supervised throughout
 - are returned as early as possible to base
 - receive appropriate support and reassurance.
 3. Ensure that an adult continues to liaise with the emergency services until the incident is over.

In the event of an accident:

- Staff should ensure their own safety;
- Ensure the safety of the group;
- Attend to any casualties;
- Send for help.

Aim to:

- Preserve life;
- Prevent the condition worsening;
- Promote recovery.

First aid checks:

- Airway - ensure airway is clear and remains clear;
- Breathing - where necessary provide artificial ventilation;
- Circulation - check for pulse - external chest compression?
- Bleeding - Look and feel – provide pressure & elevation as necessary;
- Fractures - Look and feel for irregularities – support;
- Do not move a casualty if you suspect serious neck or back injury.

Saving Lives

Basic first aid is not at all complicated and many lives could be saved each year if more people knew how to open an airway, place a casualty into a safe airway position and deal with major bleeding/shock. Good practical first aid training is an excellent way to provide young people with a useful life skill while enhancing their self-esteem and self-confidence. It is also an excellent team building / group work activity. It would, therefore, be good practice for establishments to provide some form of first aid training to all students/young people and staff (whether certificated or not).

Essentials:

- Monitor – record all events, times and details – establish witness contact details;
- Treat for shock – reassure and keep warm;
- Remember the rest of the group – safety, comfort, shock;
- Avoid splitting the group – unless it is the only way to get help – leave nobody on their own;
- Control indiscriminate use of mobile phones by the rest of the group;
- Ensure that an adult accompanies any casualties to hospital;
- Continue to monitor the situation and respond accordingly.

Action:

- Get qualified help ASAP – note your location accurately.
- Contact your school, centre, unit or base – you may be in shock and need support.
- News travels fast – your school, centre, unit or base, will need accurate information.
- Do not admit anything.
- Do not sign anything.
- Do not talk to the press – refer them to your employer's media contact.
- Add all necessary contact details to the card, including: Establishment,
- Head/Manager, EVC, Emergency Contact, etc as required.

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:

- time, date and nature of the incident;
- accurate incident location;
- names of casualties;
- details of injuries;
- names of others involved but not injured;
- locations of all involved when moved from the site;
- names and contact details of witnesses;
- action taken;
- action still to be taken;
- an agreed plan for further action.

Notifying Key Parties

Consider the following:

- notify the police if necessary;
- notify the British Embassy/Consulate if abroad;
- notify the establishment emergency contact;
- notify the designated employer contact as required by your employer's guidance;
- notify parents at the earliest opportunity – preferably by your establishment senior contact;
- notify insurers;
- notify the tour operator/provider;
- notify any designated media contact;
- avoid any media enquiries and refer them to the employer designated contact;
- avoid discussing legal liability with others;
- complete accident forms – remember RIDDOR Regulations 1995.

Many of the above may be handled by your employer's emergency contact.

Ensure that you know, before you leave, exactly what is expected of you.

Further action after the initial emergency is over

- continue to monitor the situation;
- assess the needs of other group members who have not been injured;
- continue to observe the group and seek professional advice;
- review and revise any guidance and/or risk management plan as a result of the incident.