

Model Establishment Policy for Offsite Visits and LOtC Activities

The Staff and Governors of **Giles Junior School** acknowledge the immense value of off-site visits and related activities to young people, and fully support and encourage those that are well planned and managed.

This document provides concise and supportive guidance for the planning and management of off-site visits and related activities. It is available electronically on the school's Shared Drive and on 'EVOLVE', along with a number of other supporting documents.

All visits and LOtC activities will be planned in such a way as to ensure that the benefits and intended learning outcomes are clearly identified and understood by the supervising adults beforehand and can form the basis for objective evaluation afterwards.

Giles Junior School uses Hertfordshire's Internet-based system, 'EVOLVE', to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead or accompany visits can access their own 'EVOLVE' account, which is set up by the school's Educational Visits Coordinator (EVC).

Arrangements and considerations for all visits and LOtC activities will be recorded, either on 'EVOLVE', by means of standard operating procedures using generic risk assessments, or in standard lesson plan format, as deemed most appropriate by the Headteacher in order to minimise the associated bureaucracy.

Scope and Remit

It is a legal expectation that employees must work within the requirements their employer's guidance. This policy relates to Hertfordshire's "Guidance for the Management of LOtC and Offsite Visits" and it is the expectation that all staff will follow its requirements

This policy applies to all members of establishment staff, and other adults associated with **Giles Junior School** who take responsibility for children and young people participating in learning and recreational activities in environments that are different from where the young people are usually based. It therefore applies when organising and supervising children and young people taking part in off-site activities and visits, as well as when taking part in on-site activities outdoors.

This policy provides the key reference for sound planning for learning and recreational activities that involve taking groups of children and young people away from their usual operational base. It should be implemented when using places such as:

- the establishment's own grounds
- the local environment
- places further afield e.g. visits to local libraries, theatres, and museums etc.
- residential venues
- learning ventures abroad

and 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 Learning Outside the Classroom (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.

Staff must ensure the young people are supervised in accordance with the contents of this policy, regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

Roles and Responsibilities

Under the Health and Safety at Work Act (1974), health and safety responsibilities lie with the employer. At **Giles Junior School** this is the Local Authority (LA), Hertfordshire County Council.

An employer has the legal responsibility to carry out the duties imposed by the Act. However, employers can delegate the tasks necessary to discharge these duties, even though the overall responsibility for health and safety rests with the employer.

At **Giles Junior School**, the tasks of scrutinising and approving arrangements for Offsite Visits and LOfC activities are delegated to the Headteacher of the school.

Headteacher (see NG docs [3.4g](#), [3.3b](#))

The Headteacher may choose to further delegate the tasks of scrutinising and approving Offsite Visits and LOfC activities to another member of the senior leadership team (SLT) in which case, the name and position of the person(s) to whom these tasks have been delegated will be clearly included in this policy document.

The Headteacher (or their nominated delegate) will ensure that: -

- All off-site visits and LOfC activities comply with employer guidance and are notified or submitted for formal approval as required;
- All staff involved are competent to carry out such responsibilities as they may be allocated;
- There is a clearly EVC and that person meets employer requirements, including undertaking EVC Training as required by Hertfordshire County Council (HCC);
- If taking part in the visit or activity as either an Assistant Leader or as a group member, s/he is clear about his/her role and that s/he should follow the instructions of the designated Visit Leader (who will have sole charge of the visit);
- Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to the young people is regular or significant, DBS checks must be in place as required;
- S/he is assured that the EVC, Visit Leaders, assisting staff and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated;
- Sufficient time is assigned for staff to organise visits properly;
- A culture of apprenticeship / succession planning, to ensure sustainable visits and the development of competent visit leaders and EVCs, is supported within the school;
- The EVC is supported in ensuring that visits are effectively supervised with an appropriate level of staffing;
- The EVC is supported in ensuring that visit information has been shared with parents in a timely manner and that consent has been sought where necessary;
- Arrangements are made for the medical needs and special educational needs of all the young people and staff;
- Inclusion issues are addressed;
- Suitable transport arrangements are in place and meet any regulatory requirements;
- Insurance arrangements are appropriate;
- Details related to the visit (including person details of both participants staff) are accessible at all times to a designated 24/7 emergency contact(s) in case of a serious incident (*this can be achieved via the "Other Users allowed to view visit" function when identifying Staffing on EVOLVE*);

- That there are contingency plans in place should the visit plan be significantly changed or cancelled (Plan B);
- Arrangements are in place for the governing body to be informed of such visits as are required by the establishment visit policy (*this can be achieved by giving individual Governors 'Read Only' access to EVOLVE*);
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
- Establishment visit policy should identify the types of visit that require a preliminary visit (see **Approval of Visits**);
- All visits will be recorded on EVOLVE either using the standard Visit Form or as a Local Area Visit, the latter of which will be predefined in the school's Local Learning Area document (see **Appendix X**);
- Where the activities or visit involves a third party provider, appropriate assurances have been sought; national schemes e.g. LOTC Quality Badge, AALA licence, Adventuremark, or a clear [Provider Statement](#), are recognised in keeping with HCC's recommendations and make further seeking of provider assurances unnecessary;
- All visits are evaluated on EVOLVE with regard to how closely they met intended outcomes, teaching and learning, quality of experience(s) and best value, together with addressing issues raised by any serious incident and to inform the operation of future visits;
- The establishment visit policy includes appropriate emergency procedures in case of a major incident (see **Emergency Plan**);
- The establishment visit policy includes a procedure to ensure that parents are appropriately informed in the event of a serious incident (see **Emergency Plan**);
- Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR.

Educational Visits Coordinator (EVC) – see NG docs [3.4j](#), [3.3a](#)

To help fulfil its health and safety obligations for visits, **Giles Junior School** has a specifically designated EVC who supports the Headteacher with decisions about arrangements for offsite visits

The EVC will: -

- Be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment. Commonly, but not exclusively, such competence will be identified in a person on the senior management of the establishment. Where the EVC role is attached to an administrative post, or where a post holder is not an experienced visit leader, s/he will receive structured support in the form of regular (twice Termly) supervision meetings from a designated establishment colleague who has that practical experience
- Attend training, and update training, as required by HCC
- Support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions.
- Ensure that a policy is in place for offsite visits and LOTC activities, that it is updated as necessary, and is readily available to staff, (e.g. via EVOLVE) and that procedures should aim to minimise bureaucracy, taking full advantage of any national schemes that provide assurances regarding safety and quality of provision. (e.g. there should be no need to seek assurances from adventure activity providers who hold the LOTC Quality Badge, or a current AALA Licence, or Adventuremark)
- Have an appreciation of the value of LOTC and educational visits
- Ensure offsite and LOTC activities meet employer guidance requirements
- Ensure the Headteacher, Visit Leaders, assisting staff and voluntary helpers understand that all staff involved in visits require access to training at an appropriate level to ensure that employers' guidance and the school's procedures are properly understood.
- Ensure offsite activities must be led by competent leaders and that assistant supervisors are competent to carry out the tasks to which they are assigned.

- Organise the training of leaders and assistant leaders, including voluntary helpers.
- Support the Headteacher with approval and other decisions.
- Monitor visit planning and arrange for sample monitoring in the field as appropriate.
- Ensure DBS checks are in place where required.
- Provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent.
- Ensure there is a 24/7 emergency contact(s) for each and every visit and that emergency arrangements are in place.
- Ensure that medical and first aid issues are addressed.
- Ensure that emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party and including staff.
- Ensure that visits and LOtC activities are reviewed and evaluated (this process may require the reporting of accidents and incidents) and that any “lessons learned” are recorded for future reference.
- Ensure that visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure.
- Keep up to date via EVC training events and employer information updates.

Visit Leaders (see NG docs [3.4k](#), [3.3e](#))

The Visit/Activity Leader will: -

- Have the overall responsibility for supervision and conduct of the visit. S/he must be an employee and not a volunteer.
- Be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be formally approved to do so.
- Plan and prepare for the visit, taking a lead on risk management. This establishment sees it as good practice to involve all participating staff in the planning and risk management process for any given offsite visit or LOtC activity to ensure wider understanding. It is also seen as good practice to involve young people in these processes wherever appropriate;
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, and appoint a deputy wherever possible;
- Ensure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management;
- Ensure that child protection issues are addressed. e.g. DBS checks;
- Collate, make available and disseminate relevant information to supporting staff, parents, and young people as appropriate
- Make sure there is access to first aid at an appropriate level;
- Arrange pre-visit information meetings where appropriate;
- Evaluate all aspects of the visit, both during and after the event;
- Ensure that staff and other supervisors have been appropriately briefed on:
 1. the young people making up the group, including age, health characteristics, capabilities, special educational needs, behaviour, and any other information that seems relevant in the context of the planned activities.
 2. the nature, location, and duration of the activity.
- Ensure the visit is effectively supervised; the overarching duty of care remains with the accompanying establishment staff, even when partial responsibility is shared with a provider. Should the provider run an activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk;

- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details.
- Have attended either HCC's 'Visit Leader Awareness' or the OEAP's 'Visit Leader' training.

See also NG docs [3.4l](#), [3.4m](#), [3.4o](#)

Member of Governing Body/Management Board (see NG docs [3.4f](#), [3.3c](#))

There will be a member of the School's Governing Body who is designated as specifically responsible for Offsite Visits and LotC activities. This is usually, but not exclusively, the Chair.

This person's role is to "enable and ensure" by acting as a "critical friend".

S/he will ensure that: -

- S/he has an understanding of how outdoor learning supports a wide range of learning outcomes;
- S/he has access to employer guidance as well as establishment policy, and a training package to support it;
- This policy clarifies his/her involvement in the visit approval process (see **Approval of Visits**);
- There is an EVC in place as defined in this policy document
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements;
- **Giles Junior School's** visit policy supports the principles of inclusion;
- There are monitoring procedures in place.

Competence (see NG docs [3.2d](#) and [6h](#))

Competence is a combination of skills, knowledge, awareness, judgement, training, and experience.

The competence of the visit leader is the single most important contributory factor in the safety of participants.

Consideration will be given to the following when assessing the competence of a member of staff to lead a visit:

- a) What experience has the leader in leading or accompanying similar or other visits? (check Visit History / Awards & Training on 'EVOLVE').
- b) Is the leader competent in planning and managing visits?
- c) What are the leader's reasons for undertaking the visit?
- d) Is the leader an employee at the establishment (see *above*)?
- e) Does the leader have the ability to manage the pastoral welfare of participants?
- f) Does the leader exhibit sound decision-making abilities?
- g) What experience has the leader of the participants he/she intends to supervise?
- h) What experience has the leader of the environment and geographical area chosen?
- i) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- j) Does the leader possess appropriate qualifications, especially if leading adventurous activities? (See Appendix 1 of HCC Employer Guidance)
- k) Is the leader aware of all relevant guidelines and able to act on these?

Giles Junior School operates a process of apprenticeship and succession for all staff likely to be involved in organising, leading or accompanying offsite visits and LotC activities.

Giles Junior School undertakes to ensure that all such staff, will undergo an induction process that typically entails Visit Leader Awareness training, either in-house or from the LA's Offsite Visits Adviser, access to (and training where required) the establishment's 'EVOLVE' site and practical experience of accompanying visits and LotC activities *before* being tasked with leading a visit for themselves.

Planning (see NG docs [1b](#), [3.3e](#), [4.1b](#), [4.2a](#), [4.3a](#), [4.4h](#), [4.5a](#))

The extent of planning required is related to the complexity of the visit, based on STAGED: -
Staffing, Timings, Activity, Group, Environment, Distance.

Risk Assessment (see NG docs [4.3c](#), [4.3f](#), [4.3g](#) and [6a](#))

Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the 'EVOLVE' visit form itself, and where appropriate, any event specific notes or attachments.

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 specific to the individual 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 on 'EVOLVE', either notes or as an attachment, and shared with all parties.

This planning process by the leader may be compared to the expectation of a teacher or youth worker to plan a lesson/session which is relevant to the needs of the group.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the establishment leader, does not need to be requested from the provider, and does not need to be attached to 'EVOLVE'.

Use of generic risk assessments

A selection of generic risk assessments is available in Word format from the Health & Safety pages on the Grid and for use on 'EVOLVE'.

Whilst not exhaustive, the control measures contained within this selection are probably sufficient to cover most eventualities likely to be encountered in the course of most offsite visits and LOTC activities.

Staff are encouraged to compile their own "event-specific" risk assessments which can then be reviewed and re-used as required.

Note: It is possible to "clone" visits on 'EVOLVE', making it possible to re-use risk assessments and other documents that have been attached to previous visits. Be wary this does not lead to complacency!

Plan B

Alternative arrangements should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

Where appropriate, all alternative activities should be fully considered and risk assessed beforehand.

Seeking Assurances from Provider (see NG doc [4.4g](#))

Hertfordshire County Council provides the [OV6 'Provider Assessment Form'](#) to help provide an audit trail for arrangements and checks if required.

Many providers have websites and offer information packs which contain the sorts of information asked for on the OV6, including a Safety Management statement, so it may not be necessary to use one.

The OV6 is a generic form, for use for all kinds of provider, so if one is sent to a provider, it should be specified that they only need to complete the parts applicable to them/their services.

Once an OV6 has been received, signed, and dated by a manager or person in authority, it is not always necessary to send a new one to the same provider each time you use them. It is sufficient to annotate the existing form already held by the establishment to show the school has checked back with the provider and that there have been no major or significant changes since the form was originally signed; this will not apply if the time interval is less than 12 months or so.

To reduce bureaucracy for both Visit Leaders and Providers, leaders should take advantage of national schemes that have been established to eliminate the need for questionnaires and forms as advised in LA guidance e.g. **LOtC Quality Badge**, **AALA Licence** and **'Adventuremark'**.

Holding one of the above is a credible assurance of Health and Safety, and Visit Leaders should seek no further verification. The [LOtC Quality Badge](#) also covers learning quality.

Visit Leaders should **not** ask for copies of risk assessment documentation (NG [6a](#)) but may seek assurance of a provider's competence to deliver their activities safely by means of a Safety Management statement if this is not already provided.

National Institutions and Public Buildings: - by their very nature these venues and providers are extremely unlikely not to conform to current Health & Safety legislation so it should not be necessary to require them to complete an OV6 or send out copies of their risk assessment documents.

Preliminary Visits

Wherever reasonably possible, it is good practice for the Visit Leader to make a preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings, and any site-specific procedures or issues which may have an impact on the visit or members of the group.

Within the UK, highest priority for preliminary visits will be where no serving member of staff from the establishment has visited before, then when the Visit Leader has no experience of the venue/activity.

For overseas visits, advantage should be taken of any offers by tour operators for "leaders' orientation"-type visits.

Participants (see NG doc [3.3f](#))

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. They will also have greater ownership of the event.

Outcomes (see NG doc [5.1d](#))

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four 'intended' outcomes may be recorded on 'EVOLVE' during the planning process, for subsequent evaluation.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual

- **Teamwork**
- **Environmental**

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow-up work.

'[High Quality Outdoor Learning](#)' can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

Staffing and Supervision (see NG docs [4.2a](#), [4.2b](#), [4.3b](#), [3.2g](#))

The LA requires establishments to ensure there is an **appropriate level of supervision at all times** for all visits and that such supervision is 'effective'. This must have been approved by the EVC and Head of Establishment and, where applicable, in accordance with Governing Body policy.

Ratios for Early Years are specified and must be adhered to for indoor settings (see [Early years foundation stage \(EYFS\) statutory framework](#)); however there are no specified ratios for EYFS and offsite visits. A useful "rule of thumb" as a starting point is for the average age of the children in years to determine the maximum number of children per supervising adult) e.g. 3 years = 3 children per adult)

For all other visits the visit leader, EVC and Head of establishment will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions;
- the contingency or 'Plan B' options.

A visit must not go ahead where either the Visit Leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

A useful 'starting point for consideration' is 1 adult :10 young people. Where departure from this starting point results in fewer staff, the justification should be recorded as a note on 'EVOLVE'.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Staff and volunteers 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. For the purpose of this policy:

- '*frequently*' is defined as 'once a week or more'.
- '*intensively*' is defined as 3 times in a 30 day period or overnight (2am - 6am).

Remote Supervision (see also NG doc [4.2d](#))

Young people must be supervised throughout all visits. At times they may be unaccompanied by a member of staff or other responsible adult, e.g. 'down time' in a shopping mall, etc. This is known as 'remote' supervision.

'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The decision to allow remote supervision should be based on professional judgement taking into account such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility);
- venue and conditions;
- the activity taking place;
- preparatory training;
- the competence of the supervising staff;
- the emergency systems in place.

Use of Voluntary Helpers (see NG docs [3.4m](#), [3.4o](#), [3.2g](#))

The use of parents and other adults with a clear association with the establishment, as helpers or supervisors on offsite visits or LOfC activities, is seen as a valuable means of encouraging or maintaining closer links with the local community and accessing a wider set of skills and experience than may exist amongst the school's staff.

Such volunteers will need to understand and consent to the fact that they will be answerable to the visit/activity leader.

Please see Appendix X1 for the expectations for volunteers helping on a school trip.

It is a fact that a volunteer will not be accountable through a legalistic audit trail (as would exist were their involvement based on a contractual relationship) and is therefore the case that a volunteer helper cannot be appointed as a Visit Leader.

It is good practice that all adult helpers and volunteers are subject to DBS checking; however this may not be required where there is no possibility for unsupervised direct contact exists.

Clear DBS checks must have been returned before a volunteer adult helper may participate in a residential visit or activity.

Emergency Procedures (see NG [Section 4.1](#))

Staff involved in a visit must be aware of, and adhere to, **Giles Junior School's** policy on emergency procedures.

The School maintains a number of mobile 'phones specifically for use during offsite visits which should have all relevant contact details pre-programmed into them. It is each Visit Leader's responsibility to ensure these 'phones have:

- the correct details programmed into them beforehand;
- fully-charged batteries (and chargers available if necessary)
- sufficient credit available for the duration of the visit

For all "out of hours" and residential visits there will be a nominated person(s) that can provide 24/7 cover as an Emergency Contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as young people.

Consideration will be given to the following:

- Criteria for identifying the nominated Emergency Contact(s)
- Is more than one Emergency Contacts required?
- Procedure for lodging visit plans to enable them to be accessed in the event of an emergency?
- Have procedures been tested?
- Is it possible to demonstrate a proactive response, to any pattern that can be recognised within incidents?

Visit Leaders should also complete and carry an Emergency Contacts sheet (OV9), although use of the EVOLVEgo app on a mobile device may supersede this for many visits

Where appropriate the Visit Leader should have an “Emergency Events” card, as issued by HCC to all CS establishments.

First Aid (see NG doc [4.4b](#))

It is not always necessary that qualified First Aider accompanies an offsite visit or LOtC activity. First aid issues for any LOtC activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is “appropriate” will be determined by:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activity.
- The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

A basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:

- Know how to access qualified first aid support.
- Have a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.

For some activities (most commonly in defined adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid “qualification”. To be a “qualification”, the first aid course must include a formalised assessment process; otherwise any certification will have the status of a certificate of attendance. In practical terms, the course will be a minimum of 16 hours.

It is a legal requirement that all minibuses must carry a first aid kit.

Approval of Visits

Approval is delegated to the Headteacher for all visits.

However HCC Policy requires the following types of visit to be notified to the LA via EVOLVE: -

- Overseas (anywhere that involves crossing a substantial area of open sea, including Northern Ireland, the Isle of Man, the Hebrides and the Channel Islands)
- Those involving one or more adventurous activities to be led by a member of establishment staff.

Regardless of whether a visit should be notified to the LA or not, there should be a clear, unambiguous audit trail for arrangements with clear evidence of approval. Such evidence will usually be recorded on EVOLVE but where this is not the case a signature of endorsement on a lesson plan will suffice.

The process for approval has three main stages:

1. Visit/activity proposed and planned by Visit Leader and accompanying colleagues;
2. Arrangements scrutinised by EVC until satisfied to recommend approval;
3. Arrangements re-scrutinised by Head and, when satisfied, approved.

An offsite visit or LOtC activity should not proceed without clear evidence of approval.

Endorsement may be required from the Governing Body or Management Board; ‘Read Only’ access on EVOLVE for the relevant member(s) and a Note added for their attention will generate an e-mail alert. Endorsement will take the form of an additional Note from the member(s).

Where applicable, a visit may also need to be notified to the LA; this is done automatically by ‘EVOLVE’.

Additional monitoring

In its evaluation of LOtC, “How far should you go” - 2008, Ofsted recommends that it is good practice to sample monitor offsite visits and LOtC activities by means of field visits. (see NG doc [3.2b](#))

From time to time the EVC may recommend, or the Head/Governors/LA may decide to, sample monitoring by field visit as an additional means of ensuring safety of participants and quality of provision.

Consent (see NG doc [4.3d](#))

Section 35 of the Education Act 2004 states: *'Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed'*.

Annual consent is appropriate for regular routine activities that take place during normal school hours.

For all other visits, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

Insurance (see NG doc [4.4c](#))

Advice regarding insurance may be sought from the Local Authority's Insurance department. Contact details are given on the 'Contact' page and from the 'Insurance' section when completing a visit entry on 'EVOLVE'.

In addition to the standard public liability cover, which all establishments will have in place, personal accident insurance is provided for all Hertfordshire employees in the course of their employment, providing benefits in the event of an accident.

Details are available from the County's insurance department on 01992 555480 or by email at insurance@hertfordshire.gov.uk

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid GHIC or EHIC (Global/ European Health Insurance Card). See [Healthcare for UK nationals visiting the EU - GOV.UK \(www.gov.uk\)](#)

Inclusion (see NG docs [3.2e](#), [4.4i](#), [4.4L](#))

Giles Junior School endorses the following principles:

- A presumption of 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 discriminate against disabled participants because of their disability, without material or substantial justification.

Visit Leaders are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage.

However, the legislation does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises.

It is also the case that any adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and normal work practices.

Codes of Behavioural Conduct

Giles Junior School encourages the use of codes of behavioural conduct as a means of establishing appropriate expectations of young persons' behaviour. Such codes need to be explained to both the young people and those in a position of parental support before the visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the code is breached.

As part of encouraging social responsibility, young people should be encouraged to sign up to a "behavioural contract" for all residential visits

As part of the request for consent, parents should sign and accept responsibility for removing young people in prescribed circumstances.

Further examples can be found under 'Resources' on 'EVOLVE' (see also NG doc [8.1i](#))

Weather, Clothing & Survival

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc

Transport (see NG doc [4.5a](#))

Private Cars (see NG doc [4.5c](#))

Where a private vehicle (staff or parent/carer) is used to transport pupils as part of an off-site visit, this must be approved by the Head of Establishment.

- **Staff drivers** must complete an **OV7D Form**, which will be retained by the establishment and renewed on an annual basis, in line with local authority requirements.
- **Parent/carer drivers** will be required to provide written confirmation that:
 - They hold a **valid driving licence**
 - Their vehicle is **roadworthy**, has a **current MOT** (where applicable), and is **appropriately insured** for transporting childrenThis confirmation will be recorded via a signed consent declaration.

Where a pupil is travelling in a private vehicle driven by a parent/carer **other than their own**, written consent must be obtained from the pupil's parent/carer in advance.

Coaches (see NG docs [4.5e](#), [4.5f](#))

HCC does not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other establishments within the LA that have used a particular company (via a search on 'EVOLVE') will help to determine the level of service that may be provided.

Public Transport

For public transport within the Greater London area contact 'Transport for London', who offer special arrangements for establishment parties on London buses, Underground, Tramlink, and Docklands Light Railway, to cultural destinations. See [Transport for London](#)

*Specific activities or events undertaken by **Giles Junior School** not covered by the school's Local Learning Area policy (see **Appendix X**);*

Swimming

Giles Junior School acknowledges the immense educational benefits that swimming activities can potentially bring to young people, and fully supports and encourages swimming activities that are correctly planned, managed, and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

Swimming pools (life-guarded) (see NG doc [7.1x](#) and [8.1r](#))

LA notification is not required

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- For swimming lessons, the LA establishment should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.
- Unless suitably qualified, the establishment's staff should not have responsibility for life-guarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

As part of a wider visit

All swimming activities and venues must be included within the visit plan, and life-guarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency & lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities.

Hotel (and other) swimming pools

Visit Leaders should check the life-guarding position in advance.

For life-guarded public pools abroad, the school's staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.

If life-guarding arrangements are not provided at the pool then the visit leader will bear the full responsibility for ensuring swimming safety.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

Open water swimming (see NG doc [7.10](#))

LA notification is normally required via EVOLVE, unless it is offered as part of a facilitated programme of supervised activities offered by an appropriately accredited provider (e.g. Herts Young Mariners Base)

The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

Appendix X

Giles Junior School - Local Learning Areas

General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during normal school hours follow the Operating Procedure outlined below.

These visits/activities:

- do not require parental consent
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The boundaries of the Local Learning Area are shown on the attached map (*optional*). This area includes, but is not limited to, the following frequently used venues:

e.g.

- *Giles Park*
- *St Nicholas Church*
- *The Octagon Shopping Centre*
- *Walkers Woods, up to the boundary with Forest Road*
- *Local schools e.g. Martins Wood, The Leys, Trotts Hill*
- *The Oval Shops*

Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our Local Learning Area:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces (→ slips, trips and falls)
- Weather conditions
- Activity-specific issues when doing fieldwork (nettles, brambles, rubbish, etc.)

These are managed by a combination of the following:

- The Head (Louise Whitby), or EVC (Ross Gray) must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. - A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of three adults per class
- Staff are familiar with the area, including any "no go" areas, and have practised appropriate group management techniques.
- Pupils have been trained and have practised standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the Local Learning Area is done in 'buddy' pairs as a minimum
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff/adults, a proposed route, and an estimated time of return.
- A designated Emergency Contact 'back at base', who is aware of the proposed visit/activities, will have been identified beforehand and ensure that s/he remains contactable until notified of the group's safe return.
- A school mobile (*battery charged and with sufficient credit*) is taken and the office will have a note of the number(s)

- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

Appendix X1

Parent Helper Guidelines - External Trips

Thank you so much for offering your time and supporting us on this trip. Please see below some guidelines to support helpers understanding what is expected of you and how we can support you in aligning with our school values.

Your role is to:

- Account for the pupils in your group when moving around the environment - although your child will be part of this group you will be responsible for more than one child - we recommend having a system to allow them to have call and response to account for all the group at points in the day e.g. labelling them 1-6 and then signalling when you want them to shout their number
- Support them with completing activities by prompting or guiding them as needed
- Encourage good listening with non verbal communication e.g. fingers on lips to indicate be quiet
- Pass information to the teacher or TA to speak with children who are not listening or behaving appropriately

Parents should not:

- Take any photos even if for your personal use
- Vape or smoke - as this will need to be done away from the group supervision for your group will need to be supervised to allow you time to find a suitable place to do this

- Buy additional things for their own child - this can create animosity among other children and we would like all children to have a fair experience
- Allow your own child to have access to your tablet or device - again - we would like fairness to be extended to all children whether they have a parent/carer there or not

There is no requirement to:

- Touch children, even if to guide them or encourage them to hurry up
- If children seek to hold your hand then allow them to clasp around your hand so when they let go they can do so
- If a child moves to hug you then we move them to the side of us with arm around their shoulders and then release

The teacher's role is to:

- Speak to any children if their behaviour is not in line with school expectations
- Direct adults to support in any way as needed beyond their group e.g. waiting outside toilets while children go to the toilet
- The teacher positions themselves in such a way that they can oversee as many children as possible and parent helpers when in a group situation
- Make sure that parents are not with groups of children are alone with a group e.g. pair a teacher with a parent helper and group

Appendix X3



FORM OV 7D (CSF4261)

VOLUNTEER DRIVERS FORM

See NG doc [4.5 Transport in Private Cars](#)

Establishment:

To: The Headteacher / Head of Establishment

I confirm that:

- I am willing to use my own vehicle for transporting pupils on school visits.
- I have a valid full driving licence suitable for the type of vehicle.
- I have **Penalty Points** on my licence (Please state number)
- I have a current valid insurance policy for the vehicle in which I intend to carry children / young people.
- I have checked with my insurers and have received confirmation of cover for this activity.
- The vehicle is roadworthy in all respects and has / will have a current MOT certificate (if it is more than 3 years old)
- Each young person will have a recognised seat with seatbelt (and booster cushion where appropriate) and that the vehicle cannot carry more than 8 passengers.

I understand that I am not covered under the above establishment's Insurance for the use of my vehicle.

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

By signing this form you are giving your consent to the above-named establishment and/or Hertfordshire County Council to process the information on the form. The processing involved will only be for the purpose of monitoring health and safety in accordance with relevant legislation. This may involve sharing of information you provide with local regulatory bodies.

Signed: _____

Date: _____

Name: (print) _____

Address: _____

Vehicle Details:

Make: _____

Model: _____

Colour: _____

Registration: _____

For office use only:

Original documents seen?

- **Driving Licence** – for information see <https://gov.uk/check-driving-information> (need last 8 characters of the licence number plus check code from the driver – see <https://gov.uk/view-driving-licence>)
- For **Vehicle Tax and MOT** status – see <https://vehicleenquiry.service.gov.uk>
- **Insurance Certificate**
- **Registration Document (V5)**

Y / N (date)

Hertfordshire Children's Services and the establishment reserve the right at any time to request copies of any relevant documentation i.e. Driving Licence, Insurance Certificate and Registration Document (V5).