



**Stowe Valley**  
MULTI ACADEMY TRUST

# **POLICY for EDUCATIONAL and OFFSITE VISITS and LEARNING OUTSIDE THE CLASSROOM**

Adopted by Trustees: November 2018

Next Review Date: November 2020

Person responsible for overseeing the implementation: Headteacher/Head of School

Chair of Trustees signature:

A handwritten signature in blue ink, appearing to read 'B. Walker', is written over a light blue rectangular background.

## AIM:

The aim of this document is to state our approach to educational visits and offsite activity both within the curriculum day, after school, evenings, and weekends and during school holiday periods. This document outlines our requirements and the expectations of pupils/students (learners), staff and families.

## THE PURPOSE OF EDUCATIONAL AND OFFSITE VISITS:

- Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and help raise attainment.
- Experiential learning can also provide opportunities for development in other areas: relationships, emotional and spiritual, environmental, independence and teamwork.
- Educational visits help to develop learners investigative and social skills and longer visits in particular encourage greater independence.
- All visits should serve an educational purpose, enhancing and enriching our learners' experiences.
- Outdoor learning which embraces the following outcomes:
  - Enjoyment
  - Confidence and character building
  - Health and wellbeing
  - Social and emotional awareness
  - Environmental awareness
  - Activity skills
  - Personal Qualities
  - Skills for life
  - Increased motivation for learning
  - Broadened Horizons

## CONTENTS:

1. Introduction
2. Scope
3. Employer Requirements
4. Role specific requirements
5. Training
6. Planning, Notification and Approval
7. Leader Competence
8. Good Practice requirements
9. Effective supervision – ratios
10. First Aid
11. Pupil responsibilities
12. Preliminary visits and provider assurances
13. Risk Management
14. Emergency Planning
15. Acts of Terrorism
16. Monitoring

17. Evaluating/Reviewing visits
18. Charging for visits
19. Disclosure and Barring
20. The Duke of Edinburgh's Award
21. PE and Sports Fixtures
22. Mobile communications and Social media
23. Insurance
24. Inclusion
25. Transport
26. Consent
27. Retention of records
28. Links to other policies
29. Appendix A – Responsibilities and Liabilities
30. Appendix B – Categories of Risk / Visits
31. Appendix C – Financial Planning Form
32. Form OSA1 – Visit Proposal in Principle
33. Form OSA2 – Consent to Visits, Medical Details and Treatment Form
34. Form OSA3 – Staff / Adult Medical Details
35. Form OSA4 – First Response Telephone Record
36. Form OSA5 – Emergency Action Plan – Staff
37. Form OSA6 – Volunteer Drivers
38. Form OSA7 – Visit Evaluation Form - Category C visits
39. Appendix D – Planning Checklist
40. Appendix E – Visit Leader Pack
41. Appendix F - Good Practice Residential Visits
42. Appendix G – Visit Critical Emergencies During Normal Hours Flow
43. Appendix H – Visit Critical Emergencies Out of Hours Flow

## Introduction

The Stowe Valley Multi Academy Trust believes that educational visits and trips enhance the curricular and extra-curricular life of its learners and that the opportunity to participate in a suitable range of school visits is an entitlement for all. For the purpose of this policy the terms visits and trips are interchangeable and are used to define all off-site activities.

In this document we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety, health and well-being of our learners at all times. Within these limits we seek to make our visits available to all learners, and wherever possible to make them accessible to those with disabilities ensuring that all reasonable adjustments are made.

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

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

### Vision Statement:

Stowe Valley Multi Academy Trust will create a seamless educational experience for our learners across all key stages to develop responsible, capable and confident young people who are active citizens in the 21st Century.

We will achieve outstanding progression using our success to drive us to reach even higher standards in everything we do.

We will maximise learner achievement in all schools through a rich and motivating curriculum and encourage all to strive by living our motto 'be the best you can be'.

The MAT will be recognised by our staff, parents and the local community as providers of a safe, creative and ethical environment reinforced by a vibrant Community Dimension.

Overall, we will ensure that the MAT proactively adds value to each partner school so that the whole is always greater than the sum of the individual parts.

The Stowe Valley Multi Academy Trust have formally adopted the Outdoor Education Advisers' Panel's (OEAP's) 'National Guidance' as its own 'Employer Guidance' and as such is a principle source of guidance and information regarding practice for LOTC, educational and offsite visits.

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

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

### Scope

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

- direct supervision of learners undertaking experiences beyond the boundary of the Academy;
- direct supervision of learners undertaking experiences that fall within the remit of Learning Outside the Classroom;
- facilitating experiences for learners undertaking experiences beyond the boundary of the Academy;
- deploying staff who will supervise or facilitate experiences of or for our learners undertaking experiences beyond the boundary of the educational establishment site;

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

### **Employer Requirements**

As an employer, Stowe Valley MAT is required to ensure that its employees are provided with:

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

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

#### **Governors:**

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

#### **Headteacher:**

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

#### **EVC:**

- To act on behalf of the Headteacher to ensure visits comply with statutory requirements and good practice
- To ensure that the Governing Body and Headteacher are made aware of visits and that approval is given as appropriate
- To provide suitable documentation to support the planning of visits
- To ensure visits are appropriately planned using where appropriate standardised MAT documentation
- To ensure staff are aware of school requirements to organise or lead a visit
- To ensure visits have appropriate staffing ratios and adequate cover for health and safety, learner wellbeing including first-aid and behavioural management
- To work with the visit leader to ensure full visit details are made available to parents and that parental consent has been provided/or not (as applicable)
- To organise emergency arrangements and ensure that there is an emergency contact for each visit
- To keep records of individual visits including reports of accidents/near accidents
- To notify the technical adviser of agreed visits within timescales
- To ensure that visit evaluation is used to inform future visits and training needs (higher risk visits)
- To arrange training as appropriate
- Review of incidents/near accidents as required
- To review policy, systems and procedures and on occasion monitor practice

### **Visit leader:**

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

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

### **Training**

#### Education Visits Coordinators: -

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

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

#### Visit Leaders:

- Leaders should be current in their knowledge and expectations regarding good practice.
- It is recognised as good practice for newly qualified staff, staff new to the school or staff involved with higher risk activities to work alongside experienced staff. OEAP make available their nationally recognised Visit Leader Training course to support competence.

The SLT and EVC will support the Headteacher/Governing body in ensuring that competent staff are assigned to lead and accompany visits, taking into account their ability to lead, manage and control students. Competence in activities and knowledge of venues may also be required.

### **Planning, Notification and Approval**

The Education Visits Coordinator/Headteacher/Senior Leadership Team and Governing Body shall consider and approve educational visits. The appointed Education Visits advisor will also check and acknowledge arrangements for visits which are deemed more complex or 'higher risk'.

Visit leaders should seek initial approval (approval in principal) by completing the relevant form (OSA1) and if applicable the Financial Planning Form (appendix C). This should be forwarded to the EVC. Depending upon the nature of the visit the School Leadership Team/Governors may wish to look at and approve prior to the visit leader entering visit detail onto the e-Visit system.

For residential and overseas visits approval and planning should normally have been undertaken several months prior to the visit.

Once approval in principal has been given the visit leader must then enter visit detail on e-Visits and upload other required detail – numbers/medical details/emergency contacts/risk assessments/itinerary's etc.

## **Categories of Risk and Approval Hierarchy via e-Visit electronic system**

**Category A (Default eVisits)** – Simple low risk ‘everyday’ activity (usually within the school day but including after school sports fixtures). Visit details should be completed on the system and paperwork should be uploaded and submitted to the EVC normally no later than **2** weeks prior to the visit. These visits will be checked / approved by the EVC.

**Category B (Default or Overnight eVisits)** – Medium risk activities. Visit details should be completed on the system and paperwork should be uploaded and submitted to the EVC (normally no later than **4** weeks prior to the visit). These visits will normally be checked / approved by the EVC / Headteacher and as appropriate by the appointed Outdoor Education Adviser.

**Category C (Adventure/Residential/Overseas eVisits)** – Higher risk activities. Visit details should be completed on the system and paperwork should be uploaded and submitted to the EVC (normally no later than **8** weeks prior to the visit). These visits will be checked / approved by the EVC / Headteacher / Outdoor Education Adviser. Governors will approve all higher risk visits.

The Headteacher will have an overview of **all** educational visits.

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

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

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

- The plan is based on the Academics procedures and employer guidance
- For all visits refer to the ‘**Planning Checklist**’ – **Appendix D**
- Proportionate assurances have been obtained from any providers (making full use of national schemes which accredit that assurances have already been obtained by credible inspection regimes)
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained. Looked after children may need permission from Children’s Services, please liaise with relevant pastoral staff
- All staff (including any adult volunteer helpers) and the learners involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process
- All visits involving residential, overseas activity or outdoor adventurous activity must be given to the EVC within the timescales, to then go to the Senior Leadership Team/Governors for approval and to be passed on to the nominated Technical adviser.

### ***Also refer to appendix E: Good Practice guide for Residential Visits***

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

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

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

- Staffing requirements – Trained? Experienced? Competent? Ratios?
- Timing – When? For how long?
- 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?



### Assessment of Leader Competence

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

### Good Practice Requirements

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

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

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

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

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

### Requirement to Ensure Effective Supervision/Ratios

Effective supervision should be determined by proper consideration of:

- Age (including the developmental age) of the group
- Gender issues
- Ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.)
- Nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions)

- Staff competence.

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

The Stowe Valley MAT does not support additional people accompanying educational visits who are not pupils/students at one of our establishments or part of the agreed staff complement; this includes family members accompanying visits if the EVC/Headteacher is not satisfied that there is an educational benefit for the learners. Equally parents of pupils/students cannot lead a group during an educational visit. Therefore, any such arrangement must be made with specific agreement by the Headteacher or their representative beforehand, together with a risk assessment where appropriate.

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

School Year	Category A – Low Risk	Category B – Medium Risk	Category C – Higher Risk
Reception, Year 1 + 2	1:8	1:6	N/A
Years 3 + 4	1:10	1:8	1:8
Years 5 + 6	1:15	1:10	1:8
Years 7 – 11	1:20	1:20	1:15
Years 12 + 13	1:20	1:20	1:15
			Plus an additional member of staff in case of emergency
			Minimum of 2 staff for overseas visits
			DofE Award requirements as per Directly Licensed Centre Policy

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

### First Aid

First aid should form part of any risk assessment. Before undertaking a visit or off-site activities, the visit leader must assess what level of first aid might be needed. On any kind of visit the visit leader and/or accompanying staff should have knowledge of first aid and ensure that an adequate first-aid kit is taken. There are no statutory requirements regarding staff holding first aid qualifications apart from when dealing with paediatrics. However, qualified first aiders attending visits are encouraged where possible. It is the visit leader’s responsibility to be aware of learners needs including ailments, injuries, allergies and medication.

All adults in the group should know how to contact the emergency services and the school’s emergency ‘base’ contact.

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

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

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

- The numbers in the group and the nature of the activity
- The likely injuries and how effective first aid would be
- Duty of Care requirements
- Distance to the nearest hospital
- Venue/providers first aid availability
- **Qualified Paediatric First Aiders** are required when taking children 5 years and under on visits

**Learner Responsibilities**

They are responsible for: -

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

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

Where it is considered a risk to include a particular learner because of serious doubt as to their behaviour or it is felt they present a significant risk to themselves or others, the Headteacher or their representative will make the final decision regarding participation in the visit.

**Preliminary Visits and Provider Assurances**

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

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

Examples of such schemes include: -

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

**Risk Management**

As an employer, Stowe Valley MAT have a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. Suitable and sufficient risk management systems are in place.

Stowe Valley MAT adopts a “Risk-Benefit Assessment” approach whereby the starting point for any risk assessment is the consideration of the benefits and learning outcomes. This appreciation of the benefits to be gained through participation provides objectivity to a decision that any risk remaining after control measures have been put in place is “acceptable”. The Health and Safety Executive (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 MAT takes a common sense and proportionate approach, remembering that in schools risk assessment and risk management processes are tools to enable learners to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether.

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

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

Where the establishment are purchasing the services of a reputable external provider, rather than the activity being self-led, then it is reasonable to expect the provider to conform to relevant legislation and accepted good practice although it is accepted that staff cannot delegate Duty of Care responsibilities to a provider.

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

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

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

***Generic Risk Assessments are available via the EVC.***

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

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

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

Stowe Valley MAT is committed to providing emergency planning procedures to support staff in the event of a critical incident.

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

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

### **Beyond the school day**

**The out of hours Emergency 'Base' contact number(s) should be used. The Headteacher /SLT will be informed.**

**A member of the Senior Leadership Team should always be available as an Emergency 'Base' contact whilst groups are away from site.**

For residential and overseas visits the visit leader must have an emergency 'base' contact person who should hold a pack containing the names and emergency contact numbers of the learners.

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

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

For critical incidents and emergencies (fatalities/multiple casualties) the relevant Local Authority Emergency Planning Team should be contacted.

### **Warwickshire: -**

Coventry, Solihull and Warwickshire (CSW) Resilience Team are the sub-regional LA's Emergency Planning Team. They are **available to support the Emergency Base Contact person, Headteacher, SLT members or the EVC.**

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

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

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

### **Northamptonshire: -**

The Emergency Planning Teams contact details are as follows:

Office Hours:

**0300 126 1012 / 01604 236844**

Out of hours:

Mobile: **07885 292851**

Pager: **07659 145277**

Ask to speak to the Duty Officer.

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

The current global situation means that the possibilities of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. To provide some perspective - the UK government identifies five levels of threat from 'low' to 'critical'. Since 2006, when this level was first published, it has never been below 'substantial' – the middle level.

The understandable anxiety of parents, teachers, children and young people is particularly heightened following an incident. As part of the response to staying vigilant and carrying on as normal, it is important to decide about each visit on its merit. The following guidance for visit planning explains how we may reduce our vulnerability while carrying on as normally as possible. When planning any visit consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack.

It is sensible to:

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

#### Planning Considerations:

- If a Tour provider is being used liaise with them if you are unsure of the safety/security of the visit in the lead up to departure.
- Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.

When visiting crowded places such as a major city, iconic venue or event, where the risk of attack may be greater, consider:

- Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
- How to minimise waiting time at busy venues. Where to wait and gather for head counts.
- How to minimise queuing times (such as not carrying unnecessary items) to speed up search and entry.
- Are staff phones charged and numbers shared?
- Do all leaders have all group information? Will they be spaced apart?
- A contact card for all participants giving a number to call if separated from the group, and the name and telephone number of the establishment?
- How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
- Do you need to leave the site immediately with the crowd at the end of the visit event?
- The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
- How the visit leadership team might manage an enforced group split.

#### During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- Be aware of the possibility of suspicious items. (See point 5 the 4Cs - <https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>).
- When staying at any place for more than 30 minutes, identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers (see point 2 in 'recognizing the terrorist threat': <http://tinyurl.com/pp4fxmu>)
- The experience of the National Counter-Terrorism Security Office is that **decisive leadership is key**.

The website of the National Counter-Terrorism Security Office:

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

### **Monitoring**

Stowe Valley MAT will ensure that there is sample monitoring of the visits and LOTC activities undertaken. Such monitoring will be in keeping with the recommendations of OEAP National Guidance. The EVC will be responsible for monitoring which includes evidence of the proper completion of visit documentation. The Governing Body will review this policy and arrangements from time to time.

### **Evaluating / Reviewing**

- As part of best practice it is recommended that category C visits are evaluated
- Visit leaders should complete a visit evaluation form (**OSA7**) and also record any 'near misses' or accidents
- Completed form (**OSA7**) should be returned to the EVC.

### **Charging for Visits**

Funding for off-site activities is provided mainly by parental contributions. Should voluntary contributions not cover the full cost of the planned visit then the Stowe Valley MAT reserve the right to cancel.

The schools charging policy follows the legal framework for charging, voluntary contributions and remissions as set out in sections 449-462 of the Education Act 1996. No pupil may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution.

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

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

The visit leader after consultation with the EVC/Headteacher may charge parents for board and lodging on residential visits as well as full costs when a visit is deemed an 'optional extra'.

An 'optional extra' is defined as:

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

On residential visits which take place during school hours, some parents may have the costs of board and lodgings remitted. These are parents in receipt of: - Universal Credit, Income Support, Income based Job Seekers Allowance, Support under part VI of the Immigration and Asylum Act 1999, Child Tax Credit and Income related employment and support allowance.

***Refer to the Charging and Remissions Policy.***

### **Disclosure and Barring Service (DBS) Checks**

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

For the purposes of this guidance, "activities" are to: teach, train, instruct, care for or supervise children, provide advice/guidance on well-being, provide relevant personal care, e.g. washing or dressing, or drive a vehicle only for children.

Volunteers used on a temporary or occasional basis or supervised volunteers no longer fall within the scope of regulated activity and are not entitled to an enhanced DBS with barred list check, although an academy can still carry out an enhanced DBS without barred list check. 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.

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

- The use of volunteers should only be permitted by the Headteacher or EVC. Permission will be based on knowledge of the volunteers and their previous experience and training.
- All regular volunteers will require a current DBS check.
- Volunteers have responsibility to follow the instructions of the visit leader.

### **The Duke of Edinburgh's Award**

Please refer to the separate policy and procedures specific for Award expedition/ventures – training, practice or qualifying. The Awards 20 conditions must be adhered to. For additional information appertaining to the Award please check the DofE Handbook and Expedition Guide.

## **PE and Sports Fixtures**

For PE and Sporting events away from the school site the Head of Department (where applicable) or staff member responsible should ensure the following:

1) Parental consent has been provided. This may be through the annual 'blanket consent' for simple low risk visits, 2) Parents have been notified that their child is participating, 3) The Visit Leader has home contact details in case of emergency, 4) Staff are familiar with managing any risks and that these have been documented as applicable and 5) For out of school hours activity a member of SLT has provided emergency 'base' contact details. For events taking place away from the local area or involving residential stays requirements in this policy should be followed.

## **Mobile communication and social media**

Ideally school mobile phones will be available for trips and visits. Where they are available the visit leader should take with them and if deemed necessary provide learners with the telephone number.

The use of mobile phones, smart phones and social media services can be very useful in organising visits. For example, they can be used for keeping parents informed about the progress of a residential visit, about changes in arrangements such as travel times, or in the event of an emergency.

***They can also present some challenges and risks, of which staff should be aware.***

- Comments and/or photographs shared by learners or staff on social media can appear very different when seen in another context. What appears at the time as a bit of harmless fun, or as a joke within the group, can easily become very damaging to either the individual or to the reputation of the school.
- Allowing learner personal information to circulate on social media (such as information about where they are spending a residential visit), can pose risks.
- Smart phones may give access to unsuitable web content.
- Individuals may be vulnerable to cyber-bullying.

***It is recommended that:***

- Any visit behaviour agreement, particularly for residential visits, addresses the issue of learner access to phones and social media use by laying down basic ground rules.
- In the event of any incident or accident learners must not take photos, text or call friends or family without the express permission of staff.
- Learners should be made aware of risks in an age appropriate way.
- Staff should take care to keep confidential their personal information, phone numbers, social media profiles etc.
- Staff should not normally engage in private texting or messaging with group members.
- Photographs of learners or staff taken during visits should not be displayed on social networking sites without prior agreement.
- Social media support is available through the Stowe Valley MAT.

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

The Stowe Valley MAT ensures that cover is provided to meet its statutory obligations. This includes Employers liability and Third Party liability.

The visit leader should satisfy themselves that suitable Insurance arrangements are in place for the nature of the visit (personal belongings/medical cover/repatriation/accidental injury/cancellations) etc.

## **Inclusion**

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

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

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification

- Integration through participation with peers.

Under the Equality Act 2010, it is unlawful to: -

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

## **Transport**

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

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

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

### Minibuses

Staff should consider risks associated with transporting learners, their likely behaviour and individual needs. This will indicate if it is safe for a driver to accompany learners by themselves, without a supervisor.

Considerations should include –

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

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

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

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

### Hired Transport with Drivers

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

### Staff including volunteers using Private Cars

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

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

Any staff wishing to transporting learners in their own vehicles must get permission to do so from school.

There must be consideration of safeguarding issues should staff transport learners using their own vehicles.

Parents should normally provide consent for their child to be transported by private car (staff/volunteer/another parent).

Where parents are used for after school and outside of normal hour's events, schools will liaise with parents to allow them to make their own arrangements to transport learners to and from the event.

### Sixth Formers using Own Vehicles

The Stowe Valley MAT does not support Sixth Formers using their own vehicles to transport themselves or other learners to organised visits or offsite activities.

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

### **Consent**

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

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

Parents should complete, sign and return an annual 'blanket' consent form for visits at the start of the academic year that gives permission for simple low risk everyday activities to be undertaken within the normal curriculum day, music and local sports fixtures after school. No additional consent will usually be sought. It is still a requirement to inform parents that their son/daughter will be undertaking an off-site visit. This will allow parents the opportunity to withdraw their child if they wish to do so. It is the parent's responsibility to notify the school of any changes to their child's health/medical conditions and medicines.

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

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

### **Retention of Records**

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

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

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

### **Records - In the event of an accident**

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

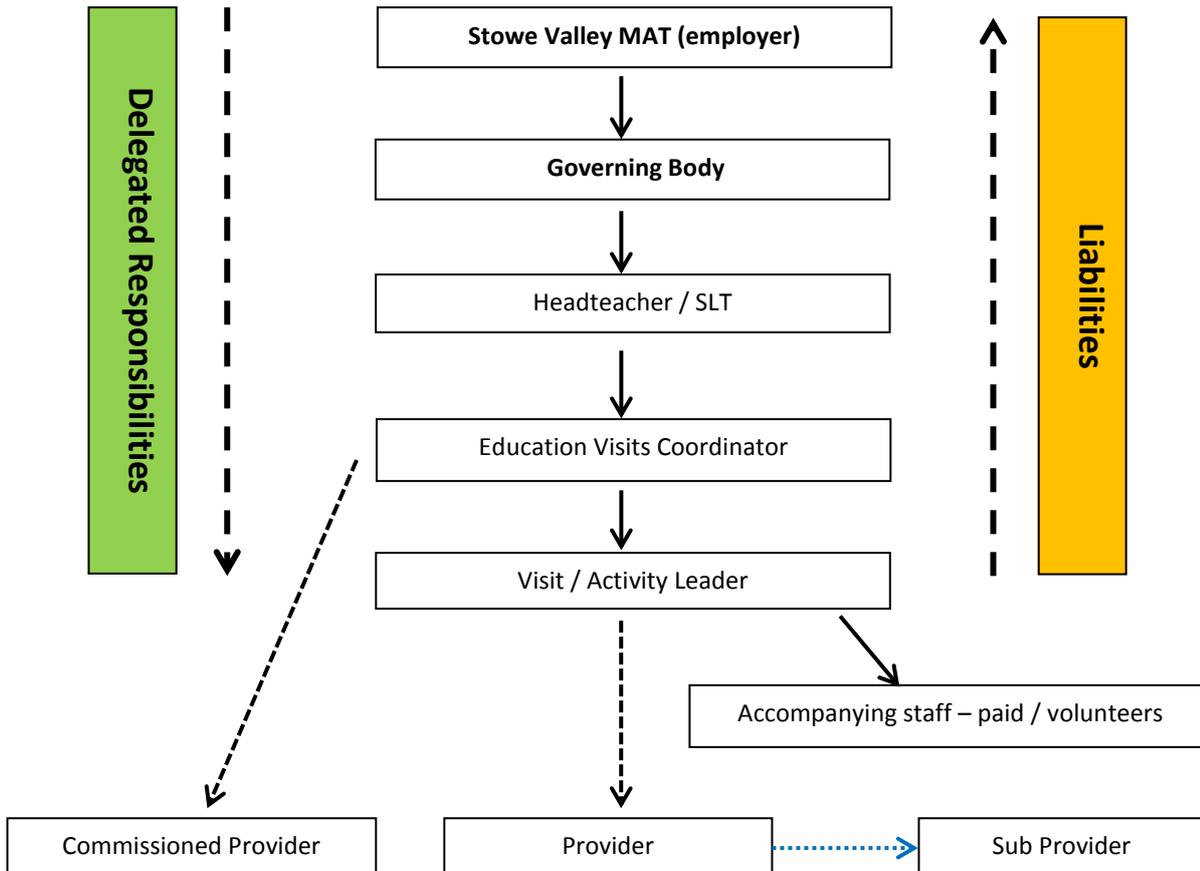
- Full details of the incident and any related report/witness statements/follow-up actions
- The plan for the visit (including risk management plan)
- Names of the learners and adults on the visit
- The programme of activities that took place on the visit
- A copy of the information about the visit sent to parents prior to the visit
- A copy of the completed parent consent form(s) for anyone directly involved in the accident/incident

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

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

- Health and Safety
- SEN
- Child Protection/Safeguarding
- Charging and Fee Remission
- Behaviour

## Responsibilities and Liabilities



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

**The following forms/resources are recommended by the Stowe Valley MAT to be used in conjunction with the planning and execution of trips and visits.**

## Categories of Risk – Educational Visits

### ***‘Low risk’ A - Simple ‘local’ everyday activities usually within the normal school day***

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

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

- Larger Town / City visits (easy to manage environments / managed public interaction) including Theatres, Museums and Music Events
- Forest Schools and Bush-craft (away from site but not in remote locations)
- Orienteering / Navigation in local parkland / small woodland areas (good geographical boundaries)
- Larger conference and exhibition venues or similar environments
- Lower level / non-wild terrain field studies (be aware of wild /mountainous areas, seaside locations and anywhere close to / in water)

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

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

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

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

*This list is not designed to be exhaustive.*

## EDUCATIONAL VISIT – Visit Proposal in Principle

Name of Visit Leader:	
Visit to:	
Date of Proposed Visit:	
Departure Time:	
Return Time:	
Description of place(s) to be visited and activities undertaken:	
Intended Learning Outcomes:	
Transport Arrangements:	
Year Group(s):	
Number of Learners (approx):	
Number and names of staff:	
Cover Implications:	
Estimated cost – <b>Please provide a breakdown of costings i.e. entrance fee/travel costs etc.</b>	
Risk Assessments Required:	
Received by EVC:	Date:
Approval to proceed in principle  <b>YES/NO</b>	Headteacher signature:  SLT signature:  Governor's signature:  Date:
<p><b>If approval is granted</b> please complete eVisits and submit to the EVC as soon as possible.</p> <p>In the case of simple everyday low risk activities (Default eVisits), this must be at least 2 weeks before your visit. For overnight/OAA/overseas medium/higher risk activities, no non-returnable monies must be paid to activity providers until the proposed visit has been submitted and approved through eVisits (8 weeks minimum).</p>	

## Form OSA1 cont. Current threat of terrorist attacks

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

It is sensible to:

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

### Planning Considerations:

- If a Tour provider is being used liaise with them if you are unsure of the safety/security of the visit in the lead up to departure.
- Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.

When visiting crowded places such as a major city, iconic venue or event, where the risk of attack may be greater, consider:

- Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
- How to minimise waiting time at busy venues. Where to wait and gather for head counts.
- How to minimise queuing times (such as not carrying unnecessary items) to speed up search and entry.
- Are staff phones charged and numbers shared?
- Do all leaders have all group information? Will they be spaced apart?
- A contact card for all participants giving a number to call if separated from the group, and the name and telephone number of the establishment?
- How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
- Do you need to leave the site immediately with the crowd at the end of the visit event?
- The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
- How the visit leadership team might manage an enforced group split.

### During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- Be aware of the possibility of suspicious items. (See point 5 the 4Cs - <https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>).
- When staying at any place for more than 30 minutes, identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers (see point 2 in 'recognizing the terrorist threat': <http://tinyurl.com/pp4fxmu>)
- The experience of the National Counter-Terrorism Security Office is that **decisive leadership is key**.

The website of the National Counter-Terrorism Security Office:

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

## Educational Visits Financial Planning

Cost of admissions / activity / accommodation / catering: <i>(including staff costs if applicable)</i>	£
Cost of transport:	£
Cover/Supply costs:	£
<b>1.275%</b> to be added for administration fees	£
<b>Overall estimated cost of visit:</b>	£
<b>Total charge per head:</b>	£
Cost to be paid by school:	£

***Please note: Where charges apply 1.275% must be added to the cost of the visit to cover Parent Pay and Insurance costs (administration fees).***

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

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

Visit to: .....

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

Name of Pupil/Student: .....

Date of Birth: ..... Male:  Female:

Home address: .....

.....

.....

Telephone No: .....

Emergency contact telephone numbers (home / mob / work)

1).....

2).....

3).....

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

.....

Known Medical Conditions / Medications:

.....

.....

.....

.....

Known allergies:

.....

.....

.....

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

.....

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

.....

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

.....

.....

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

.....

.....

Other relevant Information:

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

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

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

**Please note: All educational visits and offsite activities carry some amount of risk.**

Your name (Please print): .....

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

## Staff / Adult Medical Details Form (OSA3)

Name: .....

Date of Birth: ..... Male:  Female:

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

Telephone No: .....

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

1).....

2).....

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

Known Medical Conditions / Medication – or allergies:

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

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

.....  
.....

Other relevant Information the Visit Leader should be aware of:

Your name (please print): .....

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

## First Response Visit Emergency Telephone Record (OSA4)

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

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

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

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

--

**Additional Notes:**

--

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

### Immediate Action

1. Assess the situation, establishing the nature and extent of the problem but ensuring that the leaders do not put themselves at further risk.
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. Leaders should assume their allocated roles – ensuring that where one or more of the Visit Leadership Team is incapacitated then these roles are reassigned on a priority basis.
4. If there are injuries, take action to establish their extent and administer appropriate first aid.
5. Contact the appropriate emergency services if required - see *Communications 1* below

### **First Aid**

Aim to:

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

### **Communications**

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

1. Contact the appropriate emergency service(s). They will guide you through the information they need but this will include:
  - Your name and the name of the group
  - Location
  - Nature of emergency and number of injured persons
  - Action so far
2. Control any communications by the rest of the group. Rumours spread very quickly and can cause serious and unnecessary upset.
3. Alert the schools Emergency Contact: You may be in shock and need support. Also news travels fast and the school will need accurate information.

### **Consider other people who may need contacting:**

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

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

## **Secondary Action**

1. Arrange appropriate protection from the elements.
2. Uninjured group members should be moved to shelter or away from the immediate vicinity of any casualties. Ensure that they:
  - Are adequately supervised throughout
  - Are returned as early as possible to base
  - Receive appropriate support and reassurance
3. Avoid dividing the group – unless it is the only way to get help – and leave nobody on their own.
4. Manage the incident – ensure that all appropriate actions have been/are being attended to.
5. It is useful to keep an accurate record of events and actions as close to real time as possible. Any leader with spare capacity should, therefore, keep notes – see below re: recording an incident.
6. Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and appropriate medical information for the injured persons.
7. Maintain contact with the emergency services and the school contact until the Emergency is over.

Monitor, reassess and review – ensure nothing has been forgotten and all leaders and young people are coping, cared for and secure.

## **Post-Incident Action**

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

## **Media/legal points**

- Do not admit anything
- Do not sign anything
- Avoid discussing legal liability with others
- Do not talk to the press – refer them to the Academics media contact
- Record all events, times and details – establish witness contact details and get statements from leaders

## **Recording and 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.
- Actions taken, including all communications (include times)
- Names of others involved but not injured.
- Details of any moves from the incident site (times, who moved, where to, how).
- Names and contact details of witnesses.
- Proposed actions.

# Volunteer Driver's Form (OSA6)

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

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

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

I also confirm that I have a valid driving licence.

Signed .....

Print name: .....

Date: .....

Address:

.....  
.....

Postcode: .....

Vehicle Make & Model: .....

Vehicle Registration Number: .....

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

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

## Educational Visit Evaluation Form (OSA7) for Category C Visits

<b>Visit:</b>			
<b>Date of Visit:</b>		<b>Organiser:</b>	
<b>How successful was the visit in meeting the intended aims?</b>			
<b>Where applicable, did the visit provide good value for money?</b>			
<b>Any incidents or near-misses to report? What actions were taken as a result?</b>			
<i>Please write none if nothing to report.</i>			
<b>What, if anything, would you amend for a future visit?</b>			

This checklist is designed to help the Headteacher, the SLT, the EVC and visit leaders to ensure, as far as possible a safe, successful educational visit.

## 1. Objectives

- There are clear and well considered learning aims that are particular to the
- Due consideration has been given to the needs of all learners?

## 2. Staffing

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

## 3. Risk Management

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

## 4. Location

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

## 5. Approval

- Have the proposed plans been approved (as appropriate) by:
  - Governing body
  - Headteacher
  - Education Visits Coordinator (EVC)

## 6. Supervision Ratios

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

## 7. Preliminary Visits

- Has a pre-visit been completed?
- Has suitable/sufficient background information been obtained?

## 8. Contact with Parents/Carers

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

## 9. First Aid

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

## 10. Transport

- Is suitable transport available and arranged?
- Have you referred to the policy regarding visit arrangements and staff using their own vehicles?
- Is the driver appropriately qualified and DBS checked (if necessary)?
- Are the vehicles roadworthy and appropriately insured?
- Has parental permission been obtained for the transportation of learners by staff (if applicable)?

## 11. Equipment

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

## 12. Insurance

- Have appropriate insurance arrangements been made (where applicable)?

## 13. Finance

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

## 14. Pupils/Students

- Are the learners to be properly prepared and briefed on safety and emergency procedures, including:
  - Rendezvous procedures
  - Emergency actions/Contingency
  - Supervisory groupings

- Are the learners physically/emotionally capable of undertaking the activities?
- Are the learners suitably clothed and equipped?
- Are special or differing needs catered for appropriately to promote inclusion?

#### **15. Emergency Procedure**

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

#### **16. Documentation**

- Are the following required or available to take on the visit?  
*Leaders Trip Pack which should include the following (as applicable): -*
  - Tickets
  - Itinerary/Programme
  - Copies of relevant policy documents
  - Completed copies of Medical and Consent forms for all participants (if appropriate)
  - Base Contact Emergency Telephone number(s)
  - Insurance documents (if appropriate)
  - Copies of risk assessments (if appropriate)
  - Passports and visas (if required)
  - European Health Insurance Card (if appropriate)

#### **17. Finally**

- The visit/offsite activity meets all relevant requirements of the Stowe Valley MAT/school's policy and procedures?

It is recommended for Category B and C Visits that the Visit Leadership Team takes with them a pack and also leaves one behind with the emergency contact.

1. Names of Learners
2. Names of staff
3. Designated staff if group is to be divided
4. Medical Details for learners
5. Emergency Contacts for learners
6. Itinerary including contact telephone numbers
7. Travel arrangements/Transport providers/contact details
8. Risk assessments (if applicable)
9. Departure and arrival times

## Good Practice Residential Visits

There are a wide range of overnight/residential visits that learners experience during their years with the Stowe Valley MAT. Types of residential accommodation may include the following: -

- Purpose built outdoor education and field study centres
- Hotels, motels and guest houses
- Youth Hostel Association and private independent hostels
- Caravans and mobile holiday homes
- Tents and shelters
- Home stays with host families
- Mountain huts, bothy's, bunkhouses and lodges

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

### Safeguarding legislation and guidance

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

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

### Off-site arrangements

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

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

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

Staff must be accommodated close to the group. If operating on a split floor site, ideally the group/staff team should be on the same floor.

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

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

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

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

### **Respect for privacy**

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

### **Staff Behaviour and requirements**

- All staff – paid employees or volunteers must be DBS checked.
- Staff should act as role models for the learners.
- Relationships between learners and school or any provider staff must be conducted professionally at all times.
- Staff should always be suitably and appropriately dressed.
- Staff should take care when getting changed in communal changing rooms or at outside venues so as not to expose themselves to learners or the general public.
- Care should be exercised when discussing information of a personal/confidential matter between school staff and/or with provider staff to ensure that they are not overheard by others.
- Staff must refrain from the use of inappropriate language (bad language, put-downs, innuendo's or sexually explicit language or behaviour).
- Staff must not be under the influence of alcohol or drugs whilst having responsibility for or dealing with learners or provider representatives. Staff are expected to act as a role model and a representative of the MAT at all times.
- Staff should only use mobile phones, camera's, tablets etc. in accordance with policy and accepted best practice. They should not share personal numbers or social media details with learners or use their personal social media accounts to share information regarding the school, the visit or learners.
- Staff should ensure that learners go to their rooms at the agree bed times and ensure that learners settle down prior to staff going to bed themselves.
- Staff cannot delegate their Duty of Care to 3rd party providers. There should be a staff presence at all times during any planned activity.

- There is no such thing as learner ‘free time’ whilst on residential visits. Any unplanned activity time (down time) should still have direct, indirect or remote supervision by staff. Staff should make clear to learners any expectations and where they will be in case of need.

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

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

### **Activities**

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

### **Emergencies**

The Visits Leadership Team (all staff involved with the visit) should be aware of the schools emergency procedures – who to contact and what telephone numbers to use. In the event of the Visit Leader becoming incapacitated other members of staff should be able to step in and take control.

Depending upon the nature of the visit and activity, the age and ability of learners etc. it may be appropriate for learners to be made aware of emergency contact procedures and/or details and to have them made available e.g. Indirect or remote supervision, the Visit Leader or supporting staff’s telephone contact details, the name and telephone number of the accommodation etc.

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

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

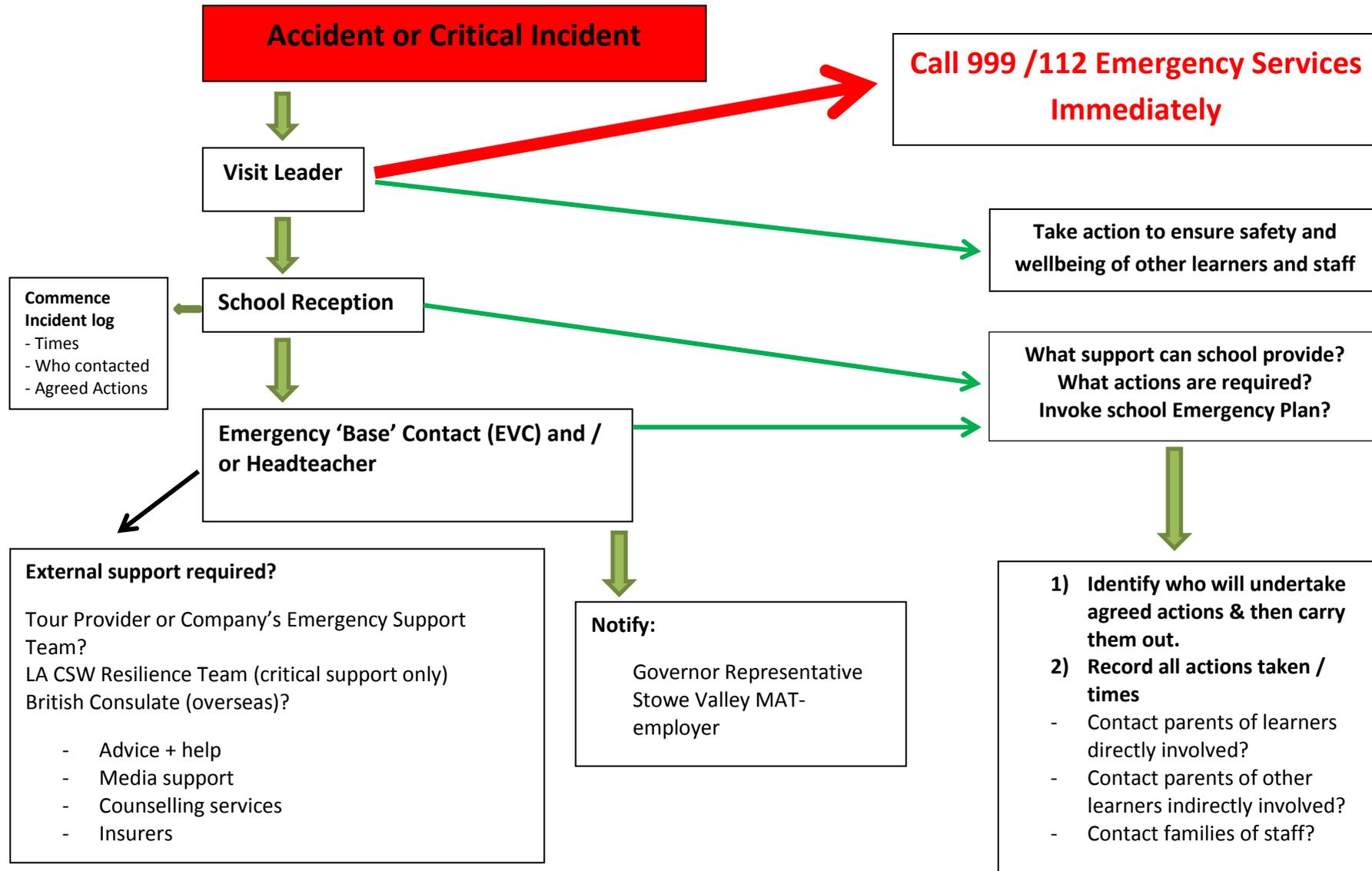
- Respecting the Individuals privacy (if possible)
- The unnecessary removal of clothing or touching of 'sensitive areas' without good reason
- Avoiding 'One on one' situations
- Making clear their intended actions to the patient and if possible seeking consent
- Depending upon the nature of the injury/illness etc. Informing parents/guardians of actions/treatment and if required the completion of accident/incident forms
- Staff should be suitably competent and confident to administer medication to learners whilst undertaking visits.
- Learner medication may need to be kept in a safe/secure area.

For additional information appertaining to Educational Visits please see the Outdoor Education Advisers Panel, National Guidance.

[www.oeapng.info](http://www.oeapng.info)

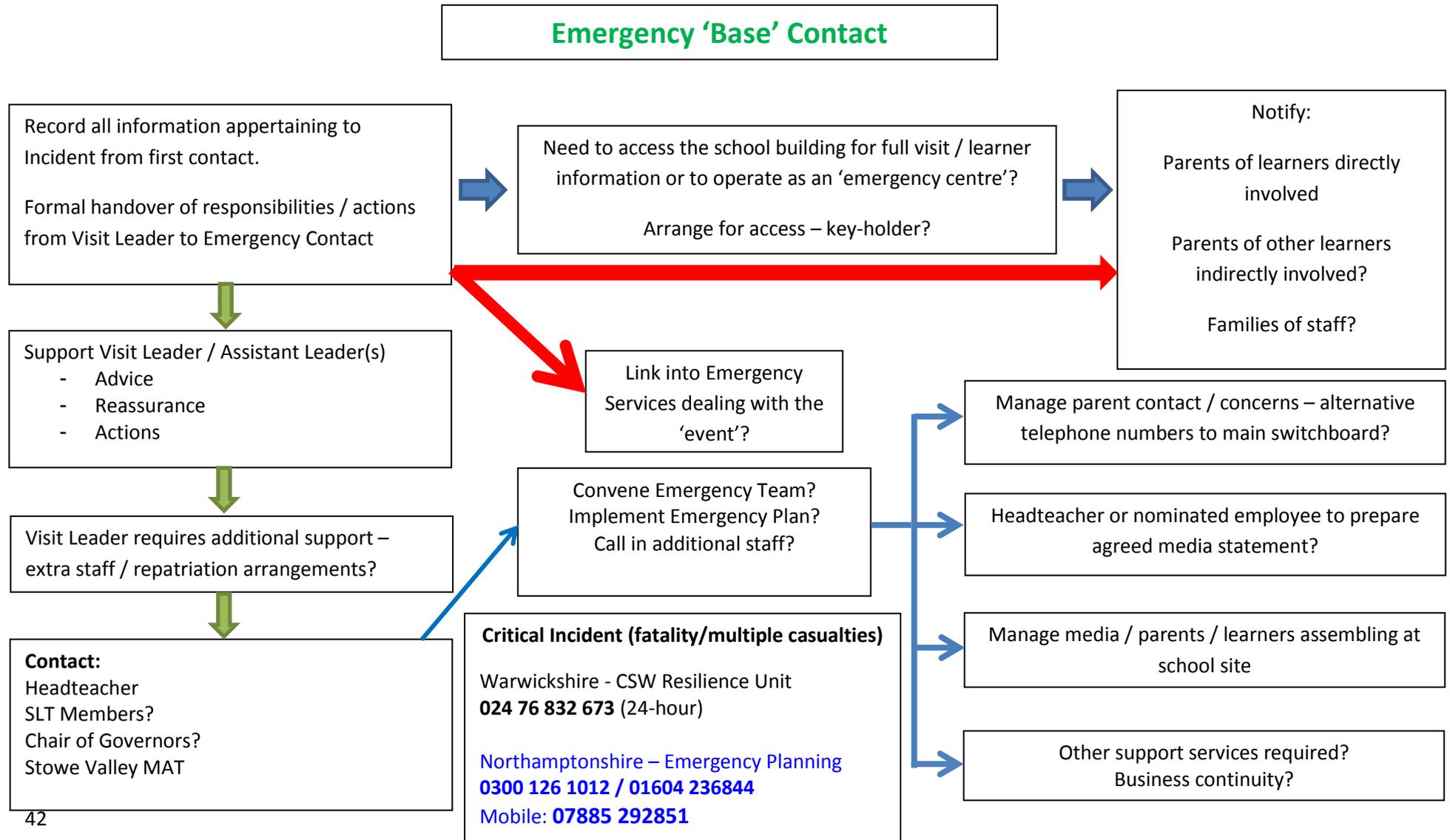
# EDUCATIONAL VISITS CRITICAL EMERGENCY

## During Normal Hours



# EDUCATIONAL VISITS CRITICAL EMERGENCY

## Out of Hours



**NB All references to legislation and guidance are as updated, amended or replaced from time to time.**