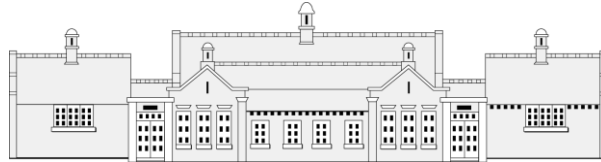


Sir John Barrow School



SIR JOHN BARROW SCHOOL

HEALTH & SAFETY POLICY - PART 3

OFF SITE VISITS PROCEDURES

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	New format with minor amendments of old style policy throughout	June 2015

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Educational Visits and Activities Policy

Sir John Barrow School recognises the positive outcomes associated with Learning Outside the Classroom and believes that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Learning outside the classroom to be governed by these procedures is defined as: “any occasion where young people engage in activities beyond the boundaries of this setting”. Our rationale is that such learning often makes the most memorable learning experiences and helps young people make sense of the world by linking feelings and learning. These experiences stay with them into adulthood and affect behaviour, lifestyle and work. They influence their values and the decisions they make and they develop the ability to transfer skills from outside to the classroom and vice versa.

Aims

For *Sir John Barrow School* learning outside the classroom is about raising achievement through an organised, powerful approach to learning where direct experience is of prime importance. This is not only about *what* we learn, but *how* and *where* we learn and is not an end in itself, but rather a vehicle to develop the capacity to learn. Potential is maximised if we use ‘experiential’ or ‘authentic’ learning; the powerful combination of physical, visual and naturalistic ways of learning. By helping young people apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, educational settings and communities, young people and their futures. By providing experiences that are well planned, safely managed and personalised to meet the needs of each young person *Sir John Barrow School* can:

- Improve academic achievement
- Provide a bridge to higher learning
- Develop skills and independence in a wide range of environments
- Make learning more engaging and relevant
- Develop active citizens and stewards of the environment
- Nurture creativity
- Provide opportunities for informal learning through play
- Reduce behaviour problems and improve attendance
- Stimulate, inspire and improve motivation
- Develop the ability to deal with uncertainty
- Provide challenge and the opportunity to take acceptable levels of risk
- Improve young people’s attitudes to learning

Giving young people responsibility for achieving these outcomes helps them to learn from their successes and failures.

Introduction

Sir John Barrow School has adopted the Outdoor Education Advisers' Panel "*National Guidance*" (NG) found at www.oeapng.info.

All employees and volunteers acting on our behalf must follow the requirements and recommendations of the NG in line with these procedures when engaging in any kind of learning outside the classroom which is offsite. Any conflict discovered between legislative requirements, employer guidance and the NG must be referred to Rhiannon Brown, Educational Visits Co-ordinator for clarification.

Such activities are divided into two nationally recognised categories each of which have different procedural requirements detailed in section 2

Category 1 visits are broadly defined as day or evening activities that are relatively simple in the complexity of staffing requirements, activities, group needs, environment and distance from base. They and their leaders are vetted at setting level only and require approval from the Head as a minimum.

Category 2 visits are broadly defined as those which require enhanced planning with event specific risk management to reflect the increased complexity of staff competence requirements, activities, group needs, challenging environments and distance from base, typically overnight stays and adventurous activities. *Sir John Barrow School* sources competent health and safety assistance with regard to this category of visits as necessary from [Rhiannon Brown, Nicola Booth, relevant professional training courses, LA service or private sector provider].

Physical Education (PE) activities such as curricular swimming, sporting tournaments etc. are governed by these procedures only in respect of the journey to and from an offsite venue unless they involve an overnight stay. Conduct of PE activities is otherwise governed by the PE Coordinator's Code of Practice; activity risk assessments and any current guidance from any relevant sporting National Governing Body or the Association for Physical Education (AfPE).

To ensure best value and quality assurance in all learning outside the classroom, brainstorming benefits and learning outcomes is embedded in the visit planning process. Targeted learning outcomes are recorded and communicated appropriately to everyone involved including parents in pre-visit information and visits are reviewed and rigorously evaluated within a framework of safety and quality.

1.1. The Employer

At Sir John Barrow School, Cumbria County Council is the employer and we have adopted the Evolve Educational Visits Approval System and its guidance and procedures to support staff with planning and managing out of hours school visits. These procedures support the NG and provide staff and others involved in visits with detailed information about our expectations of them with regard to visits management and in particular the formal notification and approval procedures they must follow. This and all other visits related information and standard pro-forma are freely available to staff in hard copy on request to the EVC or on the Evolve Trips website.

Sir John Barrow School accepts responsibility for ensuring that:

- suitable 24hr emergency contact arrangements are in place for all visits and they will be on Evolve or in a file in the school office.
- the principles of inclusion are supported by these procedures and described in Section 7;
- appropriate monitoring of visits takes place, achieved as described in Section 10.
- visit proposals are assessed and approved appropriately using Evolve Educational Visits Approval System.

At Sir John Barrow the approval all visits go through the EVC (Rhiannon Brown) initially with the Head (Helen Pemberton) giving final approval at school level, with the exception of Category 2 visits that forwarded to Evolve for final approval. .

1.2. The Head

The Head of Sir John Barrow School is Miss Helen Pemberton

The functions of our Head are to ensure that:

- All LOtC complies with these procedures and are notified or submitted for approval through EVC and Evolve.
- Arrangements are in place for the Governing Body to be informed of visits during Governing Body meeting at relevant visits.
- there is a designated EVC (Rhiannon Brown) who meets employer requirements;
- Appropriate consideration is given to financial management, choice of contractors, and contractual relationships with appropriate safety assurances obtained from third party providers and that all visits are evaluated with regard to the best value, teaching and learning, and safety and quality of experiences.
- all staff and volunteers are competent to carry out responsibilities allocated to them and are appropriately selected with the expertise, experience and where necessary qualifications relevant to the planned activities.
- they are clear about their role when taking part in a visit as a group member/assistant supervisor and will follow the instructions of the designated Visit Leader, who will have sole charge of the visit;
- sufficient time is assigned for staff to organise visits properly;
- support the EVC in ensuring that visits are effectively supervised with an appropriate level of staffing;
- support the EVC in ensuring that visit information has been shared with parents and that consent has been sought where necessary;
- where charges are made to parents they comply with the setting's Charging and Remissions Policy and proper procedures are in place to account for the finances of visits as described in Section 9 and also our Charging and Remissions Policy held on the server and in a file in the main office.
- the Visit Leader is appropriately familiar with planned venues and their suitability.
- suitable child protection procedures are in place, including the vetting at an appropriate level of all voluntary helpers.

- arrangements have been made for the medical needs and special educational needs and disabilities of all the young people and staff involved;
- inclusion issues are addressed as described in Section 7;
- suitable transport arrangements are in place that meet any regulatory requirements as described in Section 6;
- insurance arrangements are appropriate;
- a proportionate, suitable and sufficient risk management process is undergone for every visit
- details related to visits will be available on Evolve 24/7
- contingency plans are in place at the planning stage should the visit be significantly changed or cancelled (Plan B);
- appropriate emergency procedures are well established in case of a major incident to include ensuring parents are appropriately informed.
- serious incidents are reported in accordance with the Reporting of Injuries, Disease and Dangerous Occurrence Regulations 1999.

1.3. Educational Visits Coordinator

Rhiannon Brown is the nominated EVC.

The functions of our EVC are to:

- have an understanding of how LOtC can support a wide range of outcomes for young people and raise achievement;
- undergo nationally recognised or endorsed EVC training and/or refresher training and keep up to date with any developments in NG;
- ensure visit procedures remain fit for purpose and that all visits adhere to them
- ensure relevant line managers, Visit Leaders, assisting staff and volunteers involved in visits have access to adequate training at an appropriate level.
- support the Head and employer with visit approval and other decisions;
- monitor visit leader planning.
- ensure visits are led by competent and confident leaders who fulfil the requirements of a Visit Leader.
- check where the accompanying adults on a visit includes someone with a close relationship to another member of the group that this does not compromise group management.
- suitable child protection procedures are followed, including the vetting at an appropriate level of all voluntary helpers.
- ensure information to parents and any need for parental consent follows the guidance in Section 2.8;
- check there is a designated 24/7 emergency contact(s) for each visit with access to all relevant visit records including next of kin information for *everyone* in the group by ensuring registers are completed and personal information is uploaded to Evolve.
- ensure the special educational needs and disabilities of young people, any medical needs and first aid issues are suitably addressed;
- ensure visits and other LOtC are reviewed and evaluated, including the reporting of accidents and incidents in accordance with RIDDOR and setting procedures.
- review procedures on a regular basis and immediately following any serious incident, 'near miss' or systems failure, including risk management documents and update them as necessary;

1.4. Visit Leader

The functions of our Visit Leaders are to:

- Liaise with the EVC and ensure their respective roles are clear;

- be formally approved to carry out the visit by having successfully completed the relevant visits induction and training; by receiving approval in principle to plan the visit and by completing the Evolve notification and approval process.
- be specifically competent.
- plan and prepare for the visit, leading on risk management and ensure all accompanying staff read and sign the risk assessment.
- define the roles and responsibilities of accompanying adults whether staff or volunteers (and young people) to ensure effective supervision, appointing a deputy wherever possible;
- provide relevant information in the context of planned activities to staff and other supervisors including about the nature and location of activities and about the participants (including age, health, capabilities, special needs, safeguarding and behavioural issues);
- ensure that where the accompanying adults on a visit includes someone with a close relationship to another member of the group that this does not compromise group management;
- ensure child protection issues are addressed.
- ensure informed parental consent has been obtained.
- provide relevant information to parents and young people and arrange pre visit information meetings.
- ensure there is access to first aid throughout at an appropriate level.
- ensure the activity or visit is effectively supervised;
- ensure that all staff, volunteers and any third party providers who need it have access to emergency contact and emergency procedure details;
- evaluate all aspects of the visit, both during and after the event;
- report all accidents and near-miss incidents in accordance with RIDDOR.
- understand that the overarching duty of care remains with accompanying school staff, even when partial responsibility is shared with a provider. There should be a clear handover before and after any activity led by a provider. However, should the provider run the 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 they understand the role and responsibilities assigned and how these integrate with other staff and especially that of the activity/visit leader.
- ensure they are clear about handover and hand back arrangements for responsibility for supervision between members of staff and to /from any third-party provider;
- ensure staff and other supervisors are appropriately briefed on:
 - the participants including age, health, capabilities, special educational needs and disabilities, safeguarding or behaviour issues and any other information that seems relevant in the context of the planned activities,
 - the nature and location of the activity;
- Contribute to the on-going monitoring of all aspects of the activity/visit, including the quality of any activities provided by a third-party provider;
- Contribute to the evaluation of the activity/visit after the event.

1.5. Volunteers

The functions of our volunteers are to:

- be suitably competent and confident for the assigned role and responsibilities;
- ensure they understand the role, responsibilities and limitations assigned and how these integrate with other staff;
- know about setting policies and procedures that affect their assigned role and work within them;

- ensure they are briefed on:
 - the participants including age, health, capabilities, special educational needs and disabilities, safeguarding or behavioural issues and any other information that seems relevant in the context of the planned activities,
 - the nature and location of the activity;
- report any concerns during a visit to the Visit or Assistant Visit Leader as soon as possible. The overarching duty of care remains with the accompanying Visit Leader and Assistant Leaders, even when partial responsibility is shared with a provider. Should a provider run an activity in a way that causes concern, a volunteer should know to report this as soon as possible.
- understand that any role assigning leadership with direct responsibility for their own child is avoided according to good practice unless otherwise agreed for sound management reasons;
- be prepared to contribute to the evaluation of all aspects of the visit, both during and after the event.

1.6. Young People

In line with Sir John Barrow School Whole School Behaviour Policy a Code of Conduct is in force at all times on everyone who makes up the school community from parents and young people to staff and volunteers. This extends to all off-site activities and is reinforced before every departure. On occasion, visit specific additions may be made to the Code, but expected conduct, rewards and sanctions are always clear and parental support of the Code is an expectation.

Our young people should:

- be involved in the risk management process at the outset as appropriate to their age, ability and level of understanding
- not take unnecessary risks;
- follow immediately the instructions of the Visit Leader, staff, volunteers, activity instructors and other adults e.g. venue staff;
- follow the Code of Conduct;
- be sensitive to local customs when abroad;
- be aware of anything that may harm and threaten them and tell someone in charge as soon as possible if they are concerned.

1.7. Parents or Those with Parental Authority

Parents should feel assured that, through written communication and briefing opportunities, they have details that include:

- Dates of visit.
- Visit aims, objectives and expected learning outcomes.
- Times of departure and return.
- The location where young people will be collected and returned.
- Mode(s) of transport and the name of any travel company facilitating the visit.
- Size of the group.
- Level of staff supervision and whether any remote supervision will be taking place.
- Young people's responsibilities for their own health, safety and wellbeing.
- Accommodation details.
- Arrangements for dealing with young people who become ill and those who fail to comply with behavioural requirements creating a risk to themselves or others.
- Arrangements for providing for special educational and medical needs, and disabilities
- Name of the Visit Leader and minimum number of accompanying staff.
- Full range of planned activities.
- Clothing and equipment requirements.

- Insurance arrangements.
- Pocket money recommendations.
- Costs/requested voluntary contributions and cancellation terms.
- Emergency contact details.
- Policy regarding use of mobile phones and other electronic devices by young people.

Parents can also expect to:

- be given information about any pre-visit preparation they need to take an active role in. This would include ensuring where appropriate that young people have a proper understanding of behavioural expectations as set out in any Code of Conduct. Both the young person and the parents need to have a clear understanding of the sanctions that might be imposed where required standards are not met;
- be given clear information about arrangements for sending a young person home early in the case of illness or serious failure to meet required standards of behaviour and how any associated costs will be met;
- be asked to provide emergency contact numbers, where they or another appropriate person, can be contacted 24/7 throughout visits and to keep the setting informed when changes occur.
- complete a form that requests information about their child that visit leaders may need in order to fulfil their responsibilities under their professional duty of care. This will include information that may be regarded as sensitive, but is necessary. It may need to cover:
 - Physical, psychological and emotional health
 - Allergies
 - Phobias
 - Medicine (including dosage, frequency of administration and whether it may be self-administered)
 - Special dietary requirements
 - Details of recent injury, illness and/or contact with contagious or infectious disease
 - Toileting difficulties
 - History of sleepwalking
 - Water confidence and swimming ability.
 - Religious requirements.

Parents should be reassured that information will be shared, but on a strictly 'need to know' basis only for the protection of their child.

- sign a medical consent form, requiring parental authority for their child to receive emergency treatment, including administration of an anaesthetic or blood transfusion. (Separate arrangements may need to be made in the event of non-consent for religious reasons. Give specific consent to cover a situation where a young person might be transported in a private car (whether it belongs to an adult leader, or another young person).
- establish indirect contact with their child in the event of a home emergency. This will probably be by an emergency contact phone number provided by the Visit Leader.
- be informed of a group's safe return to base. This will most commonly be by means of a "telephone tree" that disseminates the information through a pre-arranged "cascade", made known to parents before the visit.

2. Visit Procedures

Category 1

Visits and their leaders are vetted internally at setting level only by the Head or EVC and require approval from the Head. Other than a previously demonstrated ability to lead there are unlikely to be any specified leader competencies required and there should be no need

for special assistance in making appropriate judgements for such activities other than following established guidelines. Visit Leaders wishing to lead any visit must be familiar with venue or have been on a pre-visit to determine suitability of venue. Types of activities usually classed as a Category 1 visit could be:

- Regular or one-off activities such as sporting events; any swimming in UK pools open to the general public; local environmental studies; 'independence training' for special needs groups; visits to shops, churches, museums, parks, other schools, performances etc. regardless of the presence of water or whether they extend or begin beyond the normal school day.
- Walking in parks, other public places or non-remote country paths (<300m above sea level **and** less than 1km from a road) regardless of the presence of water.
- Field studies in environments presenting no technical hazards e.g. pond dipping, river dipping, bug hunting, pedestrian or traffic surveys etc.
- Forest based learning programmes regardless of the presence of water.
- Day visits further afield e.g. Newcastle, Manchester, London etc.
- Non-adventure sporting activities **not** involving an overnight stay e.g. netball, football, cricket, water polo matches, swimming galas etc.

The general principles of responsibility, planning and risk management apply, but the level of detail recorded should be kept within reason and proportionate to the complexity and level of risk involved. For routine and frequently repeated activities a leader's knowledge of generic procedures and generic risk assessments and how they guide the conduct of a visit may suffice, but the EVC and the Head will make judgements about this in individual situations.

Visit Leaders should:

- ✓ gain approval in principle the Head at the very outset of planning e.g. resolve timetabling, consider finances, staffing, coordination with others, assuring competence etc.
- ✓ brainstorm to identify benefits and learning outcomes to keep plans focussed and provide objectivity to the risk management process including obtaining any third party provider assurances.
- ✓ record the activity, venue, date(s), timings, staff and groups involved using Evolve.
- ✓ review generic procedures i.e. for emergencies off-site, and generic risk assessments e.g. routine transport and general issues such as supervision, allergy/medicine management using Evolve Educational Visits online System.
- ✓ inform parents of visit and offer them the opportunity to withdraw their consent
- ✓ confirm that approval is secure at the end of this process through Evolve.
- ✓ collate and distribute as necessary all visit emergency information e.g. medical conditions, special needs, behaviour, Emergency Action Cards etc.
- ✓ finalise 'checking out' and 'checking in' procedures for before, during and after a visit.
- ✓ evaluate the visit, through Evolve online system, soon after return involving staff, volunteers and participants as well wherever possible.
- ✓

Category 2

Visits are those visits perceived to be of a higher risk such as remote areas, abroad, overnight stays, near cliffs, steep terrain or near water indicating that enhanced planning with event specific risk management is required or that activities require detailed planning to reflect challenging environments, locations, higher perceived risk activities etc. or to reflect more complex student needs, leader competencies etc.

A previously demonstrated ability to lead is an essential leader competence requirement and, depending on the activities planned, other specific leader competencies may be required which the Governing Body may need special assistance from an Educational Visits Advisor in making appropriate judgements.

Category 2 Visits include the types of activities in the summary table below. [The list is indicative and not exhaustive].

Any Overnight Stay	Any Overseas Visit	Abseiling
Any Adventurous Visit even where provided by an external provider inc. multi-activities.	All Activities in Open Country (>300m above sea level and >1km from a road)	All Activities on the sea (excluding commercial transport e.g. ferry, launch)
Air Activities (excluding commercial flights)	All Coastal Activities where the tide is a hazard	Extreme Sports
All forms of boating (excluding commercial transport e.g. launches, Thames tour etc.)	Caving, mining and underground exploration (except open public guided tours where no special equipment is required)	Coasteering, Coastal Scrambling and sea level traversing
Camping	Canoeing and Kayaking	High Level Ropes Course
Horse Riding	Motor Sports – All forms	Rafting or improvised rafting
Mountain Walking (>600m and 2km from a road)	River/Gorge Walking or Ghyll scrambling	Road Cycling, Trail Cycling or Mountain Biking
Multi Activities (adventurous – even where provided by an external provider)	Rock Climbing (including indoor climbing walls)	Sailing, windsurfing and kite surfing
Shooting and archery	Skiing	Skiing Indoors or Dry Slope
Snorkel and aqualung activities	Snowboarding	Water skiing
Swimming (all forms except UK public pools)	Use of powered safety/rescue craft	

The general principles of responsibility, planning and risk management apply and the level of detail recorded should be kept within reason and proportionate to the complexity and level of risk involved.

Visit Leaders should:

- ✓ gain approval in principle from the Head at the very outset of planning e.g. resolve timetabling, consider finances, staffing, coordination with others, assuring competence etc. Advice can be sought on any aspect, including competence at this stage from KAHSC;
- ✓ brainstorm to identify benefits and learning outcomes to keep plans focussed and provide objectivity to the risk management process including obtaining any third party provider assurances;
- ✓ review generic procedures e.g. for emergencies off-site and **make visit specific plans**;
- ✓ review generic risk assessments e.g. for transport; general issues such as supervision, allergy/medicine management; aspects of overnight stays etc. and **record only the significant risks** associated with this specific visit;
- ✓ **a minimum of 4 weeks prior to departure** record the visit by completing an Evolve Educational Visit form.
- ✓ inform parents and offer them the opportunity to withdraw their consent
- ✓ ensure emergency information is fully completed online.
- ✓ collate and distribute as necessary all visit emergency information or system logins to the designated 24/7 contact(s) e.g. medical conditions, special needs, behaviour, Emergency Action Cards etc.

- ✓ finalise 'checking out' and 'checking in' procedures for before, during and after a visit.
- ✓ evaluate the visit soon after return involving staff, volunteers and participants as well wherever possible.

3. Induction, Training, Apprenticeship and Succession Planning

- Educational Visits Coordinator keeps up to date with current procedures and practices through relevant training and/or courses, and by reading relevant documents.
- Visit leaders share risk assessment, visit objects and any other relevant details with all volunteers before they accompany each visit.
- Any formal staff training requirements e.g. nationally accredited EVC or Visit Leader Training Course attendance, accompanied by any employer commitment to support staff who want to gain appropriate National Governing Body Awards e.g. Mountain Leader Award;
- Any informal staff training requirements e.g. in-house course or briefing attendance including any requirement for Visit Leaders and Assistant Leaders to undergo basic Risk Assessment Awareness training and Emergency Procedures training;
- Details of any requirement to keep records associated with visits e.g. accident or incident details, evaluations etc.;

4. Risk Benefit Analysis and Risk Management

All written risk assessment **should take into account** the:

- venue – site, location, environment, accommodation, remoteness from support etc.;
- group – age, ability, behaviour, fitness, SEND, medical needs etc.;
- programme of activities – complexity, kit/equipment required, Plan B etc.;
- staff - competence, experience, qualifications, supervision issues etc.;

Generic risk assessments should;

- be amended to suit the setting e.g. inappropriate age related ratio recommendations removed; reference to 'small children holding hands' removed when adopted by a secondary school etc.
- show ratings of risk in the risk rating column (before control measures are put in place) and in the residual risk rating column (after control measures are put in place);
- be attributed to a responsible person who will have ensured the adoption/adaption is appropriate i.e. show the name of the EVC as the assessor; and
- be dated at adoption with an annual review date to ensure they continue to reflect the general needs of each new intake.

Category 1 visits are approved internally by the EVC and must be notified to them at least 2 weeks before departure. Staff organising a Category 1 visit will:

1. at the earliest opportunity identify the targeted benefits and learning outcomes as well as basic visit requirements e.g. funding, staffing, provider assurances etc. for a visit, together with any other people involved;
2. identify generic risk assessments that may apply.
3. plan the visit using venue and/or activity provider information together with the generic risk assessments as a prompt to identify any special arrangements necessary i.e. review of the Generic Transport by Rail Risk Assessment should prompt a Visit Leader to ensure a rail service 'travel assistance'

booking is made to help him manage the young person in the group who has recently fractured a leg and is using a wheelchair temporarily.

- make event specific arrangements, and event specific risk assessments. Visit Leaders who are at all unsure should check with the EVC.

Category 2 visits may require the approval of the Governing Body and must be notified to the EVC at least 8 weeks before the proposed departure date. Staff organising a Category 2 visit will:

1. at the earliest opportunity identify the targeted benefits and learning outcomes as well as basic visit requirements e.g. funding, staffing, provider assurances etc. for a visit, together with any other people involved;
2. seek specialist advice as required.
3. review generic procedures e.g. for emergencies off-site and **make visit specific plans**;
4. review generic risk assessments and create a new record of **only the significant risks** associated with this specific visit, signed and dated;
5. record the visit using the online using Evolve.
6. fully inform parents and offer them the opportunity to withdraw the consent already held for their child.
7. ensure that the online process is fully complete in good time by checking the status of their visit on the online summary page and attaching all final details such as registers and allocating the emergency base contact people;
8. collate and distribute as necessary all emergency information prior to departure.

There is no such thing as a definitive ratio for a specified age group undertaking a particular activity off site. This is purely a risk management issue. The only legal requirement regarding supervision applies to children aged 5 and under who must be accompanied off site by a person holding a current Paediatric First Aid certificate.

Best practice says that there should be a minimum of 2 competent adult supervisors accompanying any visit one of whom should be an employee. Where best practice cannot be adhered to, the visit should be subject to further careful planning and enhanced back up procedures must be in place e.g. visit return should the sole supervisor and driver become incapacitated etc.

Best practice also says that supervision of a mixed sex group on residential visits should be by mixed sex supervisors. Where single sex supervision only is available for a mixed sex group it **must** be specifically drawn to the attention of those with parental authority.

Below are some “starting points for consideration” when planning visit supervision, however they are exactly that – starting points and will only apply where the activity is relatively straightforward and assuming the group has no special requirements:

- Pre-School Nursery (aged 3), 1:1 up to 1:4 + 1 competent adult supervisor.
- School Foundation Stage (aged 4), 1:4 + 1 competent adult supervisor.
- School years 1-3 (aged 5-8), 1:6 + 1 competent adult supervisor.
- School years 4-6 (aged 8-11), 1:10/15 + 1 competent adult supervisor.
- School years 7 onwards (aged 11+), 1:15/20 + 1 competent adult supervisor.

Without special safeguards or control measures, these ratios will **not** be adequate to meet the needs of most residential or more complex visits. **The above ratios must be used with professional prudence!**

5. Assessing Venues and Activity Providers

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision (external venue/activity providers) will meet needs or expectations. Such information gathering is a vital dimension of risk management.

It is best practice to initially choose a provider on the basis of recommendations from colleagues who can vouch for the quality and safety of their own experience. Other quality assurances are available from a variety of sources.

Visit Leaders are responsible for ensuring that venue or activity providers engaged to work with Sir John Barrow School provide sufficient assurances of quality and safety.

When choosing any kind of activity provider for learning outside the classroom, when they have:



a Learning Outside the Classroom Quality Badge,

- no further quality assurances are required.

When choosing an adventure activity provider who has:



an Adventure Activity Licensing Service (AALS) Licence
(covering safety only of certain activities)

A Learning Outside the Classroom Quality Badge
(covering quality and safety)



an Adventuremark (covering safety only)

Status as a National Governing Body for an activity e.g. the British Cycling Federation; Archery GB (formerly the Grand National Archery Society) etc. (applicable only to provision of that single activity).



- no further quality assurances are required.

When choosing a provider who makes a 'Management Statement of Competence' sometimes called a 'Risk Management Summary':

- no further quality assurances are required.

The statement from the provider should describe very briefly:

- ✓ whether they are accredited by any Body
- ✓ how their staff are competent
- ✓ what risk management is carried out e.g. risk assessments
- ✓ what child protection is in place
- ✓ insurance limits

Often these statements or summaries will also include:

- ✓ fire protection
- ✓ security
- ✓ supervision e.g. handover
- ✓ transport (where applicable)
- ✓ accommodation (where applicable)

In the absence of the credible assurances as set out above, the Visit Leader should seek information from other similar groups that have recently visited the venue, as well as make contact with a reputable organisation such as The Tourist Board.

Visit Leaders should use a preliminary visit to address the following questions:

- Will the venue be suitable to meet planned aims and objectives?
- What will the conditions of daylight, water level, temperature and what will the weather be like on the day and will it differ significantly from the pre visit?
- Will there be an understanding that under-foot conditions may be significantly different?
- Is there sufficient knowledge and understanding of the venue and activities to enable leader(s) to feel confident when visit planning?
- Is there sufficient familiarity with the venue to enable risk management issues to be addressed?
- Will the venue be able to cater for the full range of group needs, including any special needs?
- Will the group need any specialist equipment?
- Is there an establishment staff training issue that should be addressed?
- Will young people need to be prepared or trained?
- Is there an opportunity to discuss with providers a clarification of the duty of care?

Where a preliminary visit is not reasonably practicable, the Activity/Visit leader should give special consideration as to how they will gather sufficient information to make an adequate assessment of their risk management and other issues.

The **External Provider Health and Safety Questionnaire** (also known in some Local Authorities as an **EP1 Form**) is a useful tool in these circumstances. It asks many of the questions a preliminary visit would answer and although daunting in appearance at 5 pages, many providers will not have to answer the sections on swimming pools and campsites for example. Visit Leaders should be able to assess completed forms as adequate or otherwise for their own needs, but where there is any doubt further advice can be sought from KAHSC.

A provider should never have to complete more than one EP1 for any one setting in any given year. KAHSC will maintain a list of providers who have satisfactorily completed an EP1, available to members at www.kymallanhsc.co.uk. Completed EP1 Forms should be copied to KAHSC. in order that they can be shared in this way.

6. Transport

Visit Leaders should ensure **coaches, buses and their drivers** are hired from a reputable company that has a Public Service Vehicle (PSV) Operator's Licence; adequate breakdown and emergency procedures and that can adequately manage any disability access requirements. Hired drivers of such vehicles are not required to hold an Enhanced Disclosure for Regulated Activity since they are not undertaking the work on a regular basis.

Transporting young people in **private cars** requires careful consideration. School insurance covers individuals staff to transport pupils in own private car provided they sign a driving declaration. See office for declaration form.

Vehicle drivers cannot drive and supervise young people at the same time therefore a judgement must be made regarding likely behaviour and individual needs of passengers. If direct supervision is deemed likely to be necessary, another adult must be appointed to this role and travel also.

Parents who make private transport arrangements between themselves do not fall under the scope of these procedures and such transport will not be considered to be on behalf of the setting.

6.1. First Aid

In accordance with the DfE revised Statutory Framework for the Early Years Foundation Stage (published March 2014, effective September 2014) a person qualified in Paediatric First Aid (12hrs) **must** accompany all trips involving young people aged 5 and under.

Sir John Barrow believes it is good practice for a qualified first aid person to accompany school visits and a first aid bag is taken on every visit.

6.2. Supporting Pupils with Medical Conditions

Procedures for supporting pupils with medical conditions, please refer to Administratio0ns of Medicines file.

6.3. Accident/Incident Recording and Reporting

In the first aid bum bags, there are 2 stickers to use. One sticker to given to the child the other to be put in the back of the accident book on return to school.

6.4. Critical Incident Procedures

Refer to Evolve Educational trips system.

7. Inclusion

The Equality Act 2010 replaces previous UK anti-discrimination legislation and states that the responsible body of a school must not “discriminate, harass or victimise a pupil to whom one of the Protected Characteristics applies (disability; gender reassignment; pregnancy and maternity; race; Religion or belief; sex and sexual orientation) in the way that it affords (or not) the pupil access to a benefit, facility or service. There is a duty to make reasonable adjustments.”

However, the *‘Disability Discrimination Act Code of Practice for Schools’* (which has not yet been repealed) states that ‘where a child has a behaviour difficulty for a reason other than a disability, for example arising from social or domestic circumstances, it is likely that such a difficulty is not covered by the legislation’ (section 4.6 p27).

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of themselves or any other person who might reasonably expect protection from harm including staff and the public. This decision should only be taken after extensive consultation with all those who have responsibility for them including staff, parents, any third party provider and possibly their GP.

Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:

- identifying issues at the earliest stage of planning;
- involving all interested parties;
- recording this process;
- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit;
- establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude;

- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues;
- ensuring that what is expected of staff is reasonable and within their competence.

8. Insurance

Personal Accident and/or Travel Insurance policy cover for School Activities summary is available for staff to view on school server. A full copy of the Policy numbered 64796355 is available to all interested parties on request from the office staff.

9. Finance

See Charging and Remission Policy

10. Visit Monitoring

Monitoring of trips are carried out by the EVC and the Head through Evolve Educational Visits Approval System.

Educational Visits Policy directs staff to follow the detailed Visits Procedures.

- The policy and procedures are regularly reviewed and updated to remain current and in line with good practice.
- Staff have easy access to the Health and Safety Policy, the OEAP National Guidance where adopted, the Visit Procedures and any forms or online system.
- Staff have access to relevant training that supports the implementation of procedures e.g. EVC training, Visit Leader training.
- The setting has access to advice and further information to clarify the Procedures.
- EVCs are appointed, trained and revalidated in accordance with the Procedures.
- Practice, including any notification and approval procedure, complies with the Procedures.
- EVCs through Evolve keep proper records.
- The EVC monitors and approves all visits with the final approval being given by the Head.

Model Visits Policy

Appendix A

Educational Visits Generally Described as 'Category 2 Visits'

This system of the categorisation of school trips, educational visits or learning outside the classroom is in use nationwide. This list is indicative and not exhaustive of the types of visit that should normally be classified as

Any Overnight Stay	Any Overseas Visit	Abseiling
Any Adventurous Visit even if provided by an external provider (exemplars below)	All Activities in Open Country (>300m above sea level and >1km from a road)	All Activities on the sea (excluding commercial transport e.g. ferry, launch)
All Coastal Activities where the tide is a hazard	Air Activities (excluding commercial flights)	Coasteering, Coastal Scrambling and sea level traversing
All forms of boating (excluding commercial transport e.g. launches, Thames tour etc.)	Caving mining & underground exploration (except public guided tours with no special equipment required)	Multi Activities (adventurous – even where provided by an external provider)
Camping	Canoeing and Kayaking	High Level Ropes Course
Horse Riding	Motor Sports – All forms	Rafting or improvised rafting
Mountain Walking (>600m above sea level and 2km from a road)	River/Gorge Walking or Ghyll scrambling	Road Cycling, Trail Cycling or Mountain Biking
Rock Climbing (including indoor climbing walls)	Sailing, windsurfing and kite surfing	Skiing and snowboarding Outdoors, Indoors or Dry Slope
'Extreme' Sports	Powered safety/rescue craft	Shooting and archery
Snorkel and aqualung activities	Swimming (all forms except UK public pools)	Water skiing

a Category 2 Visit with all of the implications for enhanced planning, assessing, monitoring, reporting and employer approval that this entails. If in any doubt about the Category into which a planned visit falls, advice should be sought from a relevant authority.

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