Cambian

Policy No 081

Policy and Procedure on

Educational Visits and Off-site Activities (LOtC)

Home Tree School.

Policy Author / Reviewer	Bill Brown / Susan Harvey (previously OFSCH/FE 19.02.01)
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1. Monitoring and Review

1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or

earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

1.2. The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:

Andrew Sutherland
Representative, Proprietor- Cambian Group
August 2023

Karen Carrington
Interim Executive Head
September 2026

2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location	this is a generic term which means the Children's Home/school/college. Home Tree is a School.
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Home Tree School we have children attending and/or residing between the ages of 11-16 years old.
Service Head / Head of Service	This is the senior person with overall responsibility for the Location. At Home Tree School, this is the Headteacher who is Simon Paynter
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Home Tree School this is Ofsted.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
EVOC	This is the Educational Visits Co – Ordinator. At Home Tree School this is Kyle Martin.

3. Legal Status:

3.1. The school complies with the Regulatory Requirements, Part 3, Paragraph 12 of The Education (Independent School Standards) (England) (Amendment) Regulations.

3.2. Health and Safety Department of Education (DfE) advice on legal duties and powers for local authorities, Heads of Service, staff and governing bodies (DfE 2014)

3.3. Health and Safety Executive (HSE) School trips and outdoor learning activities tackling the health and safety myths (HSE July 2011)

3.4. The school has regard to guidance and advice from the Outdoor Education Advisory Panel (OEAP 2013)

Applies to:

3.5. the Whole School / College

3.6. out of school care, the breakfast club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;

3.7. all staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability:

3.8. This policy is made available to Parents/Guardians, staff and Individuals in the following ways: via the School website and on request, a copy may be obtained from the Office.

4. Policy

4.1. At Chase House School we offer our Individuals a broad and balanced curriculum that promotes their spiritual, moral, cultural, intellectual and physical development, and prepares them for the opportunities and experiences of adult life. We seek to deliver an appropriate curriculum to all children, regardless of social background, race, gender or differences in ability. All children are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in our school. All visits have clear, relevant and achievable aims and objectives, supporting our practices and policies, and allowing our children and staff to interact less formally than usual, thus improving child/staff relationships. In order to promote safe practice, the school monitors, and where necessary challenges, the educational objectives that have been stated for a visit. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved.

4.2. The National Guidance (NG) document "Basic Essentials MUST Read - Status and Remit" clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

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

4.3. This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods. For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: "Underpinning Legal Framework". The purpose of this policy is to ensure that trips are planned in an organised and responsible fashion, and that the health, safety, and welfare of Individuals and staff are maintained. The school uses recent and relevant guidance published by the 'Outdoor Education

Advisory Panel' which has been approved by HSE. We ensure that our school fulfils its responsibilities for visits, including:

- Individuals' behaviour
- plans visits to include risk assessments and first aid;
- ensures appropriate supervision including ratios and vetting checks;
- prepares Individuals for visits including those with special and medical needs;
- communicates with Parents/Guardians;
- plans transport;
- has insurance in place;
- makes appropriate arrangements for the range and types of visit;
- has emergency procedures, including contact details and permission for emergency medical treatment if a parent cannot be contacted.

4.4. The school ensures that it follows both DfE and Health and Safety at Work guidance and regulations (including those issued by the LA and the Headteacher of the School) concerning activities that take place off school premises. Although not a requirement, the school has appointed an Educational Visits Coordinator (EVC). Parents/Guardians are informed where their child will be at all times and of any extra safety measures required. Written consent is requested for activities which require a higher level of risk management.

Equal Opportunities and Inclusion

4.5. We are an inclusive school. The challenge is to make activities available and accessible to all who wish to participate or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. The school recognises that there are significant factors to be managed which may override other considerations. Our risk assessments are within the context of the school's Single Equality (Equality and Diversity) Policy.

Special Educational Needs, Disability and Learning outside the Classroom

4.6. Where Individuals are identified as having particular special needs this is reflected in a higher staffing ratio, which is never less than that which applies in the school and in most cases is higher. Our three-year Accessibility Plan takes into consideration the environment, the curriculum and the provision of information.

4.7. We do not discriminate against a disabled pupil either intentionally or unintentionally where such discrimination can be prevented by taking "reasonable measures". All our children are included in all off-campus visits. Where their inclusion appears to require special adjustments, a risk assessment is undertaken. This is in two parts: firstly, in terms of a whole visit or activity and then secondly in relation to the inclusion of the individual pupil. The risk assessment includes details of any special aids and equipment that the pupil may need and, in particular, details of any such items to be brought from home or obtained prior to the visit. This will usually entail discussion with the pupil, Parents/Guardians, Group Leader and other supervisors, the manager of the venue to be visited, the tour operator etc.

Where a child has a statement of special educational needs which requires support in school for access to the curriculum, this is taken into account.

4.8. Where appropriate, our School ensures:

- one to one supervision whilst being appropriate in the classroom or during less complex activities outside the classroom, may not be enough during activities that are more complex;
- two to one supervision may be advisable when, for example, a participant has a history of wandering or otherwise leaving the area of supervision;
- the adult assigned to the supervision or care of one particular participant should not be included in the ratio for the group as a whole.

4.9. The decision on the ratio and additional requirements to meet the need of the child, will involve discussion with others including the Individuals, Parents/Guardians, Group Leader, other supervisors, the manager of the venue to be visited and the tour operator. Refer to NG document: "Inclusion"

Responsibilities and the Health and Safety at Work Legislation

4.10. Overall responsibility is with the Proprietor to ensure the health and safety of:

- teachers, non-teaching staff and other leaders;
- children and young people, both in their establishments and when undertaking off-site visits and ventures;
- visitors to the educational establishments and volunteers involved in approved activity.

Mobile Phones and Cameras

4.11. Mobile phones and cameras are provided by the school for educational purposes.

Recognising the benefit of learning away from the school

4.12. 'Well-managed school trips and outdoor activities are great for children. Children won't learn about risk if they're wrapped up in cotton wool.'

4.13. In striking the right balance between protecting Individuals from risk and allowing them to learn from educational visits we:

- provide learning opportunities for all our Individuals;
- focus on real risks when planning educational visits and manage these risks during the off-site activities;
- ensure those running the activity understand their roles, are supported and are competent to lead or take part in them.

What our staff should expect from our school

4.14. 'Teachers should expect their schools to have procedures that encourage participation, are proportionate to the level of risk and avoid bureaucracy.'

4.15. Our school ensures that the precautions proposed are proportionate to the risks involved, and that our paperwork is easy to use. We also take account of assessments and procedures of any other organisations involved, and ensure that communications with others are clear. Our arrangements also ensure that;

- risk assessment focuses attentions on real risks – not risks that are trivial and fanciful;
- proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (Such as those involving climbing, caving or water-based activities) are properly planned and assessed;
- those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more;

4.16. Staff are given the training the need to keep themselves and children safe and manage the risks effectively.

4.17. What our school, Individuals and Parents/Guardians should expect from the staff

4.18. 'Those running school trips need to focus on the risks and the benefits to people – not the paperwork.'

4.19. Our staff running school trips should clearly communicate information about the planned activities to colleagues and Individuals (and Parents/Guardians where appropriate).

4.20. This should explain what the precautions are and why they are necessary. Those running school trips act responsibly by:

- putting sensible precautions in place, and making sure these work in practice;
- knowing when and how to apply contingency plans where they are necessary;
- heeding advice and warnings from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities).

What does assess and managing risks mean?

4.21. Health and safety law often refers to risk assessment and risk management. These are terms used to describe the process of thinking about the risks of any activities and taking steps to counter them. A written assessment is not required for every activity. Our teachers should assume they only need to carry out a written risk assessment in exceptional circumstances. Where a risk assessment is carried out, the Proprietor must record the significant findings of the assessment.

4.22. Some activities, especially those happening away from school such as mountaineering, canoeing sailing, involve higher levels of risk. In these cases an assessment of significant risks should be carried out. Our Headteacher ensures that the person assessing the risks understands the risks and is familiar with the activity that is planned. However, a risk assessment is certainly not needed every time our school takes Individuals to a local venue such as a swimming pool, parks or museums. Our school will always take a common sense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help children to undertake activities safely, not to prevent activities from taking place. We cannot remove risk altogether and we do not require needless or unhelpful paperwork.

Tackling myths about legal action

4.23. We understand that some schools and teachers worry about being prosecuted if an accident occurs. The HSE policy statement School trips and outdoor learning activities: Tackling the health and safety myths explains that HSE's main interest is in real risks arising from serious breaches of the law, such as a trip leader taking Individuals canoeing but not ensuring they were all wearing buoyancy equipment.

4.24. The Statement makes clear that HSE wants to encourage all schools and local authorities to remove wasteful bureaucracy – so that they focus only on real risks and not on paperwork. It also explains what HSE takes into account when deciding whether to prosecute following an accident. This might include the severity of the injury, how far good practice was followed, the seriousness of the breach of the law and whether it is in the public interest to prosecute. More details can be found at http://www.hse.gov.uk/enforce/enforcepolicy.htm. Criminal cases relating to accidents in schools are very rare. Sometimes civil proceedings in negligence can be taken against an employer or an individual member of staff. However, legal action for negligence against schools is only likely to be successful if:

- the school has not taken care of a child in a way that a prudent parent would have done;
- as a result, the child has been injured; and
- the injury was a foreseeable consequence.

Risk Assessments

4.25. Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical

needs are to be addressed. The programme of a visit should include details of contingency measures. The Group Leader in consultation with the Education Visits Coordinator (EVC) assesses potential risks of a proposed visit, and concludes the necessary safety measures which need to be put in place to minimise these risks. Risk assessment/s will be drawn up before the activity, if relevant adapted from a generic model, agreed with the EVC and signed off by the Headteacher and copies given to all staff involved. Risk assessment for educational visits can be usefully considered as having three levels:

- generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place;
- visit/site specific risk assessments which will differ from place to place and group to group; and
- ongoing risk assessments that take account of, for example, illness of staff or children, changes of weather, availability of preferred activity.

4.26. The risk assessment should take into account the type of visit, location, means of transport, number of children, staff ratios required, competence and first aid experience of participating staff, required level of first aid equipment, age of children, possible weather conditions, participation of children with particular medical requirements, emergency procedures in the case of a child requiring medical treatment, insurance for the visit, appropriateness, insurance cover of any external providers and operators involved in transport – ensuring that all transport providers have the required Public Service Vehicle operators' licence. For all trips a pre-visit will be undertaken to enable the Group Leader to identify any potential hazards. Issues identified by exploratory visits must be satisfactorily resolved within the risk assessment.

4.27. Risk assessments must include an assessment of any National Published terror threat level 3, 4, or 5.

Staff/pupil ratios

4.28. The ratio of school children to adults varies according to the age of the children, the nature of the activity and the special educational needs. The school will err to the side of caution on this matter. There are no circumstances under which the staffing ratios are less generous than those to be found in school. With our it may be necessary to have a one to one staffing ratio

4.29. The above are examples only and Group Leaders should assess the risks and consider an appropriate safe supervision level for their particular group. All groups on a visit outside the school grounds will be accompanied by a minimum of two adults and that where groups contain both boys and girls, wherever possible there is an adult of each sex. This is essential on residential visits. Regular contact must be kept with Individuals who are enjoying non-direct supervision e.g. at a theme park or on a visit to a town. Individuals should only be allowed non-direct supervision within a strictly defined area and should be given firm guidelines as to the behaviour expected. They should be aware of where members of staff may be found. Individuals are instructed to remain in groups of at least 3 at all times.

Preparation for an off-site educational activity:

4.30. Individuals should, as far as possible, be involved in the planning of the activity, undertake appropriate roles whilst it is in progress and be involved in identifying Health and Safety issues that may arise. They should know the expectations of the Leader and have a full understanding of the parameters covering all aspects of the trip or activity. Individuals should be given a check list of what to do in various situations and should be given the mobile number of the Leader so that contact can be made should the need arise over transport issues or in the case of an incident.

Duties and Responsibilities of the Proprietor (Employer)

4.31. Under the Health and Safety at Work etc Act 1974, the employer in a school must take reasonable steps to ensure that staff and Individuals are not exposed to risks to their health and safety. This applies to activities on or off school premises. Regulations made under the Health and Safety at Work etc Act 1974 set out in more detail what actions

employers are required to take. For example, the Management of Health and Safety at Work Regulations 1999 require employers to:

- assess the risks to staff and others affected by school activities in order to identify the health and safety measures that are necessary and, in certain circumstances, keep a record of the significant findings of that assessment;
- introduce measures to manage those risks (risk management);
- tell their employees about the risks and measures to be taken to manage the risks;
- ensure that adequate training is given to employees on health and safety matters.

4.32. Our School sets out health and safety arrangements in a written health and safety policy.

4.33. The Proprietor must be made aware of all off-site visits. It is for the Proprietor to arrange for the most appropriate method of the communication for this. It is the responsibility of the Proprietor to ensure that:

- the off-site activity or visit is appropriate and relevant;
- the establishment can be run efficiently in the absence of staff engaged in the activity or visit.

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

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

4.35. Refer to individual NG documents headed as above.

Responsibilities of the Headteacher

4.36. This is the key role for ensuring that the management of visits and ventures meets the regulations and guidance offered by the LA, DfE and others, as well as conforming to Our School Health and Safety policy. This management process is in conjunction with the expectations and standards that are to be achieved by making the most of the positive learning opportunities presented. Our delegation of responsibilities is done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments they require. We delegate some tasks to the EVC.

Duty as an employee

4.37. The law requires employees to:

- take reasonable care of their own health and safety and that of others who may be affected by what they do at work;
- co-operate with their employers on health and safety matters;
- do their work in accordance with training and instructions;
- inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

4.38. In addition, all staff in our school have a common law duty to act as any prudent parent would do when in charge of Individuals. Employees should follow any health and safety procedures put in place by their employer. However if they feel that the procedure is inappropriate (e.g. it is too bureaucratic) they should discuss this with their employer and request that it is reviewed. Usually the head teacher will work with the employer to ensure that the procedures at the school are proportionate, effective and appropriate. Our Teachers on school-led visits act as employees of the Proprietor, whether the visit takes place within normal working hours or outside those hours, by agreement with the

Proprietor. Our Teachers will do their best to ensure the health and safety of everyone in the group and act as any prudent and reasonable parent would do in the same circumstances. They will:

- follow the instructions of the Group Leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the Group Leader, if they
- think the risk to the health or safety of the Individuals in their charge is unacceptable;
- be aware of potential conflicts of interest if their own children are members of the group and discuss beforehand with the Group Leader.

Training

4.39. Our Proprietor ensures that staff are given the health and safety training they need for their job. This certainly doesn't mean that all employees have to attend a training course. It may simply mean providing them with basic instructions or information about health and safety in the school. Staff who do work which involves a greater element of risk, such as using woodworking machines, will need more training. There is more information available at http://www.hse.gov.uk/simple-health-safety/provide.htm

Responsibility

4.40. Responsibility within our school for the approval of visits remains with the Headteacher. The school EVC will ensure that all necessary actions have been completed before the visit begins. This includes that a pre-trip visit has taken place, risk assessments and appropriate safety measures are in place, suitably competent instruction is available for the activity, the ratio of supervisors to children is appropriate and that arrangements have been made for the medical needs and special educational needs the children. It is good practice for a member of staff leading a group to visit the site

beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning.

4.41. The EVOC Kyle Martin:

- producing an annual plan of educational visits with an agreed rationale for the 'when and how they occur' as well as the implication for the curriculum and management of the school diary;
- being involved in educational visit management in order to ensure that the guidance and regulations are followed;
- working with Group Leaders to ensure that the aims of the educational visit are achievable and in line with those of the establishment;
- to recommend and organise the training of Group Leaders and help organise the induction of staff new to the venture and volunteers;
- to ensure that our School management of behaviour and other relevant policies are able to be transferred off site successfully and are consistently used.

4.42. The EVOC Kyle Martin, has overall responsibility for:

- they have appointed a suitable group leader for each visit;
- all necessary actions have been completed before the visit begins. (This applies even when the head is not going on the visit);
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- Parents/Guardians have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- that they have the names of all the adults and Individuals in the travelling group, and the contact details of Parents/Guardians and the staff's and volunteers' next of kin.

4.43. The following functions will be carried out by the office:

- to confirm that the leadership of the visit is appropriate and to check staff qualifications, this to include accompanying staff and volunteers;
- to confirm that adequate risk assessments have been carried out;
- to ensure that liaison with Parents/Guardians and obtaining consent are effective.

The Group Leader

4.44. The Group Leader, who is the person with overall responsibility for the administration, programme, supervision and conduct of the venture, is an important part of the health and safety and good practice support system. Our Group Leaders should demonstrate the ability to undertake a comprehensive review of the needs of the venture and in particular be able to risk assess the locations, groups travelling and leader competencies, in order to put good risk

management procedures in place, that they can monitor and use. Relevant experience is essential along with accepting the need to:

- agree specific roles, responsibilities and communications systems;
- agree incident and emergency procedures, the who, where and what of such situations;
- agree what will happen if the practicalities of the day require a major adaption of the programme (ongoing risk assessment);
- have high expectations of what the children, young people and the venture can achieve.

4.45. It is the Group Leader's responsibility to ensure that all accompanying adults have group lists. Group Leaders and accompanying staff must carry these with them at all times. These lists should show:

- Who is in their group
- Who is travelling in each vehicle
- The name and telephone number of the contact person/s who can be contacted in an emergency
- Full details of Individuals names, telephone numbers and any medical issues
- For overseas visits, a copy of all pupil and staff passports should be taken prior to departure and kept with the Group Leader during the visit.

4.46. The Group Leader must also ensure that there is a contact person available throughout the period that the group is off-site. In addition, an accurate list of participants with the Group Leader's mobile telephone number must be forwarded to the EVC prior to the visit. However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years.

4.47. See link here: "Early Years Foundation Stage"

4.48. Refer to NG document: "Ratios and Effective Supervision"

4.49. Refer to NG document: "Group management and Supervision"

4.50. Although the school is not registered for the Early Years Foundation Stage there may be children age 5 years who are in Year One And therefore the above given such circumstances would apply.

Preliminary Visits and Provider Assurances

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

4.52. Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVC will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by staff. Residential, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit. It is good practice for Visit Leaders to take full advantage of the

nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy. Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventuremark
- School travel forum

4.53. NGB centre approval schemes (applicable where the provision is a single, specialist activity). Our School takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances. Refer to: NG document "Preliminary Visits and provider Assurances"

Points of Contact

4.54. For all off-site activities, the school will organise a 'Point of Contact' at the school or with a member of the SLT at the school. This will often be the EVC or the Office if the trip is during school hours. If the visit involves an overnight stay, there must be two contact people. The contact person/s must have:

- Details of how and where the Group Leader may be contacted
- The names of all participants, including adults
- The distribution of Individuals and staff if in separate groups or vehicles
- The itinerary
- The names and telephone numbers of any travel company (including coach company) involved
- Access to parental home contacts for all involved (including adults)
- Details of the Designated Safeguarding Officer in the event of an emergency
- A copy of the Risk Assessment and the Emergency Plan.

Collection from a Trip

4.55. In order to exercise their duty of care, the Group Leader must ensure the Individuals' safe dismissal and departure from their supervision, at the end of a trip or activity. If arrangements for the safe return home of a pupil breaks down, (e.g. a parent fails to arrive, or late bus fails to arrive at appointed time etc.) the Group Leader must attempt to telephone the pupil's home to make alternative arrangements. The pupil will be placed in the care of the School Site Supervisor/Assistant who will allocate them a safe area in the school until the parent arrives. The Site Supervisor will liaise with SLT as necessary if problems remain unresolved.

Parents/Guardians

4.56. The Group Leader will ensure that Parents/Guardians are given sufficient information in writing and are invited to any briefing sessions, so that they are able to make an informed decision on whether their child should go on the visit. This should include proposals for alternative activities in case, for example, adverse weather conditions prevent the intended activity taking place. Reasonable adjustments will be made for disabled children. The Group Leader will also tell Parents/Guardians how they can help prepare their child for the visit by, for example:

- reinforcing the visit's code of conduct;
- understanding the clothing and footwear that will be required and ensuring that this is provided;
- Parents/Guardians will be informed of the arrangements for sending a pupil home early and will normally be required to meet the costs of such arrangements;

Parental consent to offsite activities

4.57. Written consent from Parents/Guardians is not required for Individuals to take part in the majority of off-site activities organised by our school, as most of these activities take place during school hours and are a normal part of a child's

education at our school. However, Parents/Guardians should be told where their child will be at all times and of any extra safety measures required.

4.58. Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours. We have adapted the DfE "one-off" consent form which we ask Parents/Guardians to sign when a child enrols at our school. This will cover a child's participation in any of these types of activities throughout their time at the school. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). The form is available at:

- http://www.education.gov.uk/schools/adminandfinance/healthandsafety

4.59. Our Parents/Guardians are told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form. Parents/Guardians contribute to the success of the visit by;

- understanding the objectives of the visit;
- giving written consent to transport arrangements;
- giving written consent to all emergency and other medical or dental treatment necessary for the safety and well-being of the child;
- giving clear information where relevant on their child's ability or inability to swim;
- providing clear information on their child's health and any special needs;
- giving permission for medical attention or medication if required;
- ensuring that there are clear contact arrangements.

4.60. Our School has a written policy setting out the behaviour expected of Parents/Guardians on the premises and the procedures that will happen when the school wishes to restrict a parent's access to school premises. A parent who has been banned from entering school premises is trespassing if he or she does so without permission.

Volunteers and other Responsible Adults

4.61. Parents/Guardians may be used as a supplement to the staff but will not be taken into account in the calculation of the minimum number of staff required to supervise the group as set out above. Parents/Guardians or other responsible adults will only be allowed to accompany a residential educational visit if CRB checks have been made. Parents/Guardians, other voluntary staff or helpers including non-teaching staff must be fully aware of the visit risk

assessment, itinerary, special instructions, emergency procedures and any other relevant information, along with their role, duties and responsibilities.

4.62. Non- School employed adults acting as supervisors must:

- follow the instructions of the Group Leader and employed staff and help with control and discipline;
- speak to the Group Leader or employed staff if concerned about the health or safety of young people at any time during the visit;
- never be in sole charge of the young persons or remote from the support of the Group Leader or other supervisors.

Vetting and DBS Checks

4.63. All employees who work frequently or intensively with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

4.64. For the purposes of this guidance:

- frequently is defined as "once a week or more";
- intensively is defined as 4 days or more in a month or overnight.

4.65. However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered. Refer to NG document: “Vetting and DBS Checks”

4.66. Refer to Recruitment Policy

Children and Young People

4.67. An essential aspect for the school policy is that all groups are made aware and active in the process of managing the visit or venture as they can be. Procedures, group and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to. A code of conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and 'down time'. The standard of behaviour expected of staff will be no different from behaviour expected within school. It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their Parents/Guardians /Guardians . Everyone should be as risk aware as is realistic.

Children Accompanying Staff

4.68. All staff must be aware of the problems that can arise when their own children accompany them on a particular visit or activity. In these situations a conflict of role may occur. Where our staff do take their own children on a visit or activity the member of staff should not be included in the staffing ratios unless they are supervising at all times a group which does not include their own child.

Approval

4.69. The Headteacher’s approval must be sought before any bookings, letters or deposits are made. This should be done using the ‘Offsite Activities Proposal Form’. This is done by completing the Form and passing this to the member of the Senior Leadership Team (SLT) with responsibility for this area. This Senior Leader will then seek the Headteacher’s

approval. Only the Headteacher, is able to approve the organisation of such activities. Assessment, training and support of visit leaders is a priority of the EVC & Head. Refer to NG document: "Assessment of Competence"

Information collected and distributed prior to trips and visits

4.70. Parents/Guardians will be fully informed in writing about the trip or visit well in advance. Where appropriate (particularly in the case of any trip to last longer than one day) Parents/Guardians and children will be invited to the school to discuss details with the trip organisers. Care will be taken to ensure that those accompanying the trip are fully informed about the special or medical needs of any Individuals participating. Consent forms for emergency medical treatment and emergency contact numbers will be provided. Parents/Guardians will always be given the code of conduct and details relating to standards of behaviour expected from children during the visit. Parents/Guardians should also be advised that the school reserves the right to exclude a pupil from a visit on behavioural grounds. Trip organisers will ensure that all Individuals involved in the excursion have been properly prepared and briefed.

Letters to Parents/Guardians

4.71. As part of the information provided to Parents/Guardians about trips and offsite activities letters will be produced with the following details:

- Dates
- Times of departure and return
- Method of travel (if appropriate)
- Destination with full address and telephone number
- The name of Group Leader
- The aim and purpose of the visit, the activities planned, any hazardous or adventurous activity clearly specified
- The nature of supervision
- Any extra costs
- A request for parental consent
- The Educational Visit Information, Medical and Consent Form should be used for residential visits.

Oversubscription

4.72. In the event of a trip or activity becoming over-subscribed, the Group Leader should select Individuals names 'out of a hat'. Remaining unsuccessful students should subsequently form a numbered waiting list. For residential trips, priority must be given to Individuals who have not yet been on a residential visit. For residential activities, the Group Leader may select one member of staff to act as their deputy. The Group Leader must then invite all teaching and non-teaching staff to participate, clearly outlining the particular demands of the trip. Once compiled, this list of staff is then passed to SLT. Based on previous participation, ability and experience of staff and operational logistics, SLT will then appoint appropriate staffing.

Insurance

4.73. The employer has, as required by law, appropriate insurance in place. The school holds Public Liability insurance, which will indemnify the school against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property where the school is deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which the school may be considered responsible. Refer to NG document: "Insurance"

Transport

4.74. We only hire taxis, minibuses and coaches which are approved by the local authority, where drivers are CRB checked and each seat has either a seatbelt or a booster seat as is applicable. In advance of the trip Individuals will be given clear safety instructions based on the risks associated with the particular type of travel. Children must sit only two to a

double seat. Seat belts must be worn and where appropriate booster car seats should be used. All drivers of the school mini-bus must have undertaken an appropriate training course. In cases of long journeys, Individuals will be given the opportunity to exercise after reasonable intervals. First-aid material must be carried and be readily available throughout the visit. Any mini-bus or other vehicle designed to carry nine or more passengers operated by the school is in accordance with the restricted Passenger Carrying Vehicle (PCV) Operators licence and any driver must hold a PCV Driving Licence. Also see NG document: "Transport in Minibuses"

Drivers

4.75. Only authorised drivers may drive Cambian vehicles. Refer to the Drivers Fleet Policy and Transporting Individuals.

Safety on School Visits – Criteria for Selecting Tour Operators

4.76. Our EVC requires a copy of the tour operator's safety management system. The safety management system must define how the tour operator manages safety for the component parts of the visit and show how they are diligent in checking the safety of hotels and transport. The tour operator must provide details of independent checks made by appropriate external organisations on their safety management system along with certificates of bonding the company to registered bodies, list of staff in charge of our children showing qualifications and competences, motor insurance, legal and public liability insurance. All documents are to be made available to the school and are to be available for Parents/Guardians in the school office, if they wish.

4.77. It is the school's policy to travel only with a company or use an activity centre that has an external verified management system. It is likely that supervision will be by a combination of teachers, support staff and Parents /Guardians . The school uses recognised accommodation by the authorities in the country being visited. The school does not use host families where there is no equivalent to the UK enhanced CRB procedure. The staffing ratio will vary according to:

- The activity concerned;
- Individuals' age and sex;
- location;
- efficient use of resources.

4.78. There will be sufficient adults in the group to cover an emergency.

Adventurous Activities

4.79. Where adventurous activities are involved it is important that those leading and instructing the activities are appropriately qualified and competent. Such activities will usually be undertaken at a licensed and approved centre. Parents/guardians will be informed in writing of any adventurous activities that may be undertaken such as caving, abseiling, high ropes, rock climbing, etc.

First Aid

4.80. Most of insert name of school employees will as a minimum hold the 'Appointed Person' one day course of emergency first aid. Ideally a 'Full First Aider' who holds the full (3-day) course with a training establishment approved by the Health and Safety Executive will be in attendance. There will always be a member of staff on a trip who has completed the one day paediatric first aid training. A First Aid Kit should be carried at all times by the group leader. The Group Leader should check the kit is complete.

Critical Incident/Emergency Procedures

4.81. The Group Leader and other members of staff have a duty of care to ensure that all Individuals are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. In an emergency there should be no hesitation to act and to take life-saving action, if necessary. All necessary steps should be taken in advance of any visit

to assess all risks and take necessary precautions. The detailed actions to be taken by the Group Leader in the event of a serious accident/incident forms an appendix to this policy.

4.82. All off site activites must have an appropriate Emergency Protocol in place which all staff have signed and the risk assessment must include an assessment of any national terror threat level of 3 or above.

Day Trips

4.83. A copy of the risk assessment (often generic), including pupil details and Group Leader contact details will be held in the School Office which will act as a contact point. The Group Leader will have a school mobile phone.

Residential Trips

4.84. Every group will have a named contact in the UK, and this will normally be the Headteacher or Deputy, with the Bursar as reserve, with whom they will have exchanged telephone numbers and all relevant information about the trip. The School Office and the Bursar's Office should also have a number where the party can be reached while away from home.

Complaints

4.85. Where complaints are received these should follow the school's compliant procedure. Where complaints are made by the school concerning provision made on behalf of our school these should by in writing from the Headteacher to the supplier of the service. All complaints are best dealt with as and when they arise.

Accounting for Individual Pupils

4.86. The Group Leader will ensure that each pupil who is not under visual supervision is accounted for. This means the Group Leader will know the identity, whereabouts and expected time and place of return of the pupil.

Mobile Phones/Individuals' Property

4.87. Mobile phones can be very useful in emergencies. However, there are reasons why their use by Individuals should be restricted on educational visits, for example: mobile phones can act as distractions, marrying such phones can expose Individuals to the risk of mugging and street violence and homesickness may be made worse by frequent use of mobile phones.

4.88. For each visit, the Group Leader will formulate a clear policy on the use of mobile phones which will be circulated to Parents/Guardians and Individuals well in advance of the visit. Such a policy may vary depending on the type of visit, from a total ban on Individuals' phones to a system of phones being left with adults during the day, to be used for a restricted time in the evening. The Group Leader and at least one other adult supervisor will carry a fully charged mobile phone at all times and will ensure that an emergency contact at the school has the relevant numbers. Similar rules will apply to all items of personal property including for example, cameras. Parents/Guardians are requested not to send Individuals on visits carrying expensive equipment that may attract thieves or be lost or broken. In any event, Individuals will be responsible for all items of personal property taken on the visit.

Child Protection

4.89. Our School Child Protection Policy and Procedures (available on the website and on request from the school office) will apply during educational visits. The Group Leader will carry out the duties of the Designated Person or will name an appropriate adult supervisor to do so. Any incident amounting to an allegation or suspicion of abuse which occurs

whilst on the educational visit will be dealt with appropriately at the time and will be reported to the Headteacher immediately on return.

Responsibilities of Individuals

4.90. The Group Leader will make it clear to Individuals that they must:

- not take unnecessary risks;
- follow the instructions of the Group Leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly, using safety equipment as instructed;
- be sensitive to local codes and customs;
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the Group Leader or supervisor about it.

4.91. Any Individuals whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. Reasonable adjustments will be made for disabled children.

Illness When Abroad

4.92. The European Health Insurance Card (EHIC) can be obtained free of charge. This can be applied for on-line, by phone or by post. See www.ehic.org.uk. This card allows reduced price or free medical treatment whilst visiting a European Union (EU) country, Iceland, Liechtenstein, Norway or Switzerland.

Evaluation

4.93. Upon return to school a review and evaluation should be carried out as soon as possible. A copy of the completed form should be given to the Headteacher within one week of your return to school. Leaders should also ensure that upon completion of a visit or activity a complete file of names, addresses, insurance arrangements, contacts, procedures, etc.

is kept for at least three years. This information would be required in the event of any future claim arising from any incident that may occur on the visit.

5. Flow Chart – Checks to complete before an Educational Visit

1

- Choose an activity
- Check the activity can take place
- Check with Executive Head Teacher/ Deputy Head Teacher that the planned activity is appropriate

2

- Speak to Administrator to book the activity with the credit card or
- provisionally book the activity without payment

3

- Give the details of the planned activity to the Executive Head Teacher/ Deputy Head Teacher so that a letter can be sent out at least 1 week in advance.
- Complete the Risk Assessment to be signed by the Educational Visits Co-ordinator at least 1 week in advance.
- AP checklist to be completed and updated 1 week in advance of trip.

4

- Copies of the Risk Assessment, Letter and consent forms to be saved in the risk assessments folder on education network drive and a print out copy.
- Risk assessments to be sent out to the parents/ carers in advance of the trip.

5

- On the day of the trip staff **must** ensure that school has been informed of mobile phone numbers and staff are contactable at all times.
- Staff **must** take any money provided for the trip with them and use this to pay for the activity if not already paid for.
- Staff **must** collect receipts for any transactions and hand this to the school adminstrator on return to school.

6. Work Experience Checks Process.

6.1. When Checking a placement for work experience, the below need to be completed before the young person starts at the provision.

1

- Choose a work experience provider
- Check the placement is suitable
- Check with Head Teacher that the planned placement is appropriate

2

- Contact provider to get supplier details.
- Complete AP Checks for supplier (DBS references, Safeguarding policy, GDPR Policy etc.)
- Complete any required application for learners to be submitted to placement.

3

- Give the details of the planned placement to the Head Teacher so that an email can be sent out at least 1 week in advance.
- Complete the Risk Assessment to be signed by the Educational Visits Co-ordinator at least 1 week in advance.

4

- Copies of the Risk Assessment, Email and consent forms to be filed in the Work Experience folder in Reception.
- Risk Assessments and expectations to be shared with home in advance of the placement starting.
- School timetable to be updated to show lessons at placement.

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7. Alternative provision (AP) Checks.

7.1. AP checks need to be completed prior to our Young people visiting the provider.

7.2. When confirming a provider, AP checks need to be completed and added to the AP checker to show all checks are completed and relevant information is added.

	Alternative Provision	External Providers On-Site		Off-Site with School Staff
Checks required:	Alpha	Music lessons	PE lessons	
Liability Insurance	Yes	Yes	Yes	
DBS- Safeguarding	Yes	Yes	Yes	
H&S Check Walk around	Yes	N/A	N/A	
AP risk assessments (theirs)	Yes	Yes	Yes	
AP Health & Safety Policy	Yes	Yes	Yes	
AP Child Protection/ Safeguarding Policy	Yes	Yes	Yes	
AP Safer Recruitment Policy	N/A	N/A	N/A	
Cambian Risk Assessment	N/A	N/A	N/A	
Attendance	Yes	Yes	Yes	
Progress of Pupils	Yes	Yes	Yes	
SoW/ Planning in Place	Yes	Yes	Yes	
Transport to and from	Carers	In School	In school	
Price	£225 Per Day	£50 per day per pupil	£100 per day	
Pupils		All	All	
Address	Full address and contact number.	Full address and contact number.	Full address and contact number.	

8. Related Documents:

8.1. Action to be taken by the Group Leader in the event of a serious accident

8.2. Essential Guidance by OEAP

8.3. Behaviour Management on Outdoor and Off-site Activities

8.4. Behaviour Discipline and Sanctions Policy

8.5. The Mission Statement

8.6. Personal, Social, Health and Economic Education (PSHEE) and Citizenship

8.7. Equal Opportunities

8.8. Critical Incident/Crisis Management

Health and Safety policies