



**BERLESDUNA**  
ACADEMY TRUST

# Educational Visits Policy

This Policy was updated, to take effect from:	<b>November 2020</b>
It was ratified by the Trust on	<b>20<sup>th</sup> March 2024</b>
It will be reviewed on	<b>March 2025</b>

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## Introduction

The Berlesduna Academy Trust believes that pupils benefit enormously from taking part in educational visits with the school. In particular, they have the opportunity to undergo learning experiences not available in the classroom and such visits help to develop a pupil's investigative skills.

The Educational Visits Coordinator (EVC) has responsibility for ensuring that all educational visits comply with appropriate legislation and guidance.

## Reasons for Visits

The Governing Body is responsible for ensuring that pupils benefit fully from visits and those experiences are positive and remain free from harm. The EVC will give approval for visits including local area visits (see appendix 4) and will make referrals to Essex County Council (ECC) when necessary.

All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at the school, we offer a range of educational visits and other activities that add to what they learn at school.

## Visits and curriculum links

All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field work further away
- Art and Design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;
- Music – range of specialist music teaching, extra-curricular activities, performances;
- Design and Technology – range of specialist teaching, extra-curricular activities;
- ICT/Computing – E-safety presentations/its use in local shops/libraries/secondary schools etc;
- RE – visits to centres of worship, visits by local clergy.

**NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity, on the premises.**

## Gaining approval for a trip

### Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors must approve any visit involving an Overnight stay or Overseas. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits.

The Governors have adopted a charging and remissions policy which is available on the school's website.

### The Headteacher or EVC:

- Is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- Should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. (For additional guidance refer to the Equality Act 2010)
- Should ensure the suitability of all staff appointed to the visit.
- Should ensure that the visit leader fully understands his/her responsibilities.
- Should implement effective emergency contact arrangements.
- Should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- Should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process **EVOLVE** is used to log, audit and approve the following:

- Overseas - formal approval by Head then EVC
- Residential - formal approval by Head then EVC
- Adventurous - formal approval by EVC and Head
- Day Visits involving transport - formal approval by EVC
- Local Area Visit (see appendix 4) – formal approval by EVC\*
- Sporting fixtures (see appendix 5) – formal approval by EVC

\*Although EVOLVE does not require authorisation for local area visits the Trust does require that **all visits** require approval.

## Residential Visits

Residential visits will only take place in centres agreed by the LA. It is the visit leader's responsibility to ensure that the school is in receipt of the Centre's risk assessment procedures and that they are familiar with these procedures. The visit leader must give a copy of the procedures to the EVC. All other procedures as per day educational visits. Refer [www.oeapng.info](http://www.oeapng.info) (4.2b - Residential visits) prior to organising all visits and the following policies:

- Child Protection Policy
- Teaching and Learning Policy
- Health and Safety Policy and documentation
- Charging Policy
- Risk assessment checklist for visits out of school

### Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider. [www.oeapng.info](http://www.oeapng.info) (4.4h- Preliminary-visits-and-provider-assurances)

On Residential, Adventurous or Overseas visits, leaders should check to see if the provider holds the LOTC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

## Transport

The level of supervision necessary should be considered as part of the risk management process when planning the journey. Whatever the mode of transport, group members should be made aware of the position of emergency evacuation exits, first aid stations and meeting points. The Visit Leader should also be aware of alternative routes or means of travel in the event of delay or cancellation. Visit Leaders should plan the journey in a way that will address whatever travel issues may arise.

When crossing roads as part of the journey, the Visit Leader should ensure that young people know how to observe the safety rules set out in the Highway Code and the Green Cross Code and are aware of direction of traffic flow. It is good practice for all the staff, voluntary helpers and the young people to be briefed on a common approach as to how group road crossings will be managed. Where available, pedestrian crossings, traffic lights, underpasses and footbridges should be used to cross roads. Head counts should be carried out whenever the group is getting off or onto transport.

Coaches and buses will be hired from a reputable company.

## Arranging and obtaining consent

- Initial, in principle, agreement will be sought from the Headteacher or the Deputy Headteacher prior to any arrangements being made.
- Parents will be given sufficient written information on proposed visits in order for them to make informed decisions on whether their child should attend a visit.
- The contents of a Consent Form for educational visits for a parent or carer to sign will vary according to the type of visit (see Appendix 1).

## Visits and staffing

Every educational visit will have a designated leader and a deputy leader. The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care. The group leader must ensure that there is an appropriate level of first aid and lifesaving cover as necessary for the nature of the visit/activities.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. (see appendix 2) For Risk Assessment guidance see [www.oeapng.info](http://www.oeapng.info) (4.3g Risk Management)

### Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

The visit leader is responsible for ensuring there is effective supervision during the visit, taking into account the activities taking place, the environment, the amount of children and the distance travelled. Effective supervision includes experience, training, qualifications and common sense.

Visit leaders and teachers must ensure that visits are planned for and that appropriate preparation has taken place. The visit must have specific aims and objectives, a preliminary visit should be completed by staff (where possible) and a risk assessment must be completed and final approval obtained. In the case of residential or adventurous activities, risk assessments must be completed by the visit leaders and submitted at least 8 weeks in advance of the visit. In the case of all other visits, risk assessments must be completed by the visit leaders at least 4 weeks in advance of the visit.

The LA, Trust, Headteacher or EVC retains the right to prevent a visit from taking place or recall a visit if it has left the premises if appropriate preparation and risk assessments have not been completed or they feel that children or adults may be put at an inappropriate or unacceptable risk.

### Visit Leader Training

Training should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. A Juniper online learning module is available for schools allowing cost effective CPD opportunity for all of the staff engaged in anyway on an out of school activity. (See EVOLVE Homepage for more details.) This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in an off-site activity.

## Codes of safety and conduct

- Appropriate consent will be obtained from parents/carers together with appropriate medical or other information
- Children will be briefed prior to each educational visit
- The briefing will include the purpose of each educational visit, code of behaviour and supervising adults
- A briefing (led by the visit leader) for all accompanying adults will take place prior to each visit and consider Health and Safety, Child Protection, Codes of Conduct and aims and objectives for the visit
- Children with specific medical or special educational needs will be listed as part of the visits Risk Assessment (eg. asthma, language and communication or behaviour difficulties).

## Arrangements for children with Special Educational Needs

- Arrangements for Children with Special Educational Needs will be considered as part of the Educational Visits risk assessment and, if appropriate, in consultation with the SENCO or equivalent post holder.
- Consideration will include the capability of the pupil, possible adaptation of the activity, additional or different resources, and the necessity of additional supervision.
- See Appendix xxx Planning Inclusive Off-Site Visits for Pupils with a PNI

## Volunteers

- When using volunteers, it is essential that they meet the requirements for the role that they have been assigned. The engagement of any volunteer must involve an appropriate level of vetting and induction. They must be sufficiently competent and confident to carry out their responsibilities.
- Parents or staff using their own cars will have appropriate insurance, provide the school with documentation proving ownership of the vehicle, that the car is adequately insured, taxed and has an up to date MOT certificate. (see page 10) They will also follow the school and LA procedures for transporting children.

## The visit

### On the day

Leave in the school office:

- An amended list of children present and going on the visit
- Full list of staff/volunteers attending the visit
- The itinerary for the entire day

Before leaving school:

- Check children out of classroom to ensure bags, lunchboxes and clipboards etc. are taken
- Take First Aid Kit, sick bucket, inhalers and other medication e.g. EpiPen and mobile phone
- Copies of Emergency / Critical Incident cards given to all leaders

### During the visit

Children must be kept in escort's group at all times. There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups).

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Escorts should remain vigilant throughout the visit to ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

### On return

Check all children off the coach and a member of staff must lead the class either into school or to an area of the playground where children can be collected by parents/carers and teachers can check them off, thus ensuring that each child departs with known parent/carer.

A teacher must remain with uncollected children until all parents/carers have arrived and all children have departed.

## Financing the visit

When stating the cost for each individual, explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the school's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment.

## Insurance

### Introduction

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LA, school or professional association which is pertinent to their own circumstances.

### Personal

All employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the well-being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

### Indemnity

Please see reference to parental consent: [www.oeapng.info](http://www.oeapng.info) (4.3d-Parental-Consent)



## Emergency Procedures

- In the event of an unexpected change of plan, emergency procedures will be in accordance with the plan set down in the individual Educational Visit Risk Assessment.
- In the event of a Primary Care Plan being in place for a child, the leader will be familiar with its emergency procedures and the leader will hold a copy of the document.
- There are three levels of emergencies/incidents: emergencies, critical incidents and major incidents.

### Emergencies

Examples include:

- Illness
- Safeguarding
- Hospitalisation
- Poor behaviour causing a concern

If any emergencies take place, staff should use the emergency contact cards to contact the relevant people.

### Critical Incident (see Appendix 7)

Examples include:

- Road traffic accidents
- Missing child
- Life-threatening incident

If any critical incidents take place, staff members should follow the step-by-step instructions on the back of the emergency cards.

### Major Incident

Examples include:

- Terrorism
- Fire
- Flood

If any major incidents take place, staff members should follow the step-by-step instructions on the back of the emergency cards.

All staff members must carry the emergency cards with them at all times. On return, the visit leader must comply with the school's normal accident reporting procedures.

## Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

All leaders are expected to complete an evaluation form on EVOLVE once they have completed a visit.

## Appendix 1 - Checklist for information to parents/carers

How much of the information below is required prior to obtaining consent will obviously depend on the proposed visit or journey. Information must be supplied in writing to parents at an early stage in planning:

- Dates
- Times of departure and return
- Method of travel, including name of travel company, if any
- Destination with full address and telephone number
- Emergency contact arrangements
- Supervision arrangements
- Names of leader and accompanying staff
- Names and status (eg parent) of other accompanying adults who will exercise some responsibility during the visit
- Purpose of visit and activities planned (any activity involving special risk must be clearly specified)
- Cost; what it covers and does not cover
- Methods of payment and cancellation arrangements. Advice on pocket money
- Insurance
- Clothing/footwear and other items to be taken. Prohibited items
- Code of conduct; details relating to the standard of behaviour expected from the young people during the visit.

## Appendix 2 - Risk Assessment Checklist

This is a minimum expectation of a RA checklist; schools may add to this according to their needs/internal procedures.

	Yes	No	
Has an "in principal" approval/agreement been received from the SLT?			Ensure you have gained verbal approval from your Head and also are the SLT aware of where and when you want to go.
Have you identified the purposes of the trip?			Ensure the children and staff know where you are going ;why you are going and what you will be doing when you get there.
Has a pre-visit been completed?			Visit or contact the responsible person (if applicable). Explain length of visit and pupils activity. Find out about facilities, rest and toilets. Assess risks where safety is important.
Have insurance levels and arrangements been checked?			Speak to Finance officer to check cover. Does it cover pupils, staff and third party? Does cover extend beyond school hours? Does the firm/organisation you are visiting have its own arrangements? Are risks involved?
Have travel arrangements been made?			Arrange with Finance Manager / Office Manager that the appropriate documents are held and/or check the Essex agreed list. Obtain estimates if necessary. Confirm time of departure and return.
Have the activities been costed accurately?			Ensure that the cost of the coach, train, admission fees, gratitude and other payments and/or access cost per child and adult are accurate and that access can be gained. Speak to the Finance Manager.
Have adequate staffing arrangements been made and agreed by SLT?			Arrange and check staffing arrangements for the trip.
Have Governors/SLT (as appropriate) been informed of a detailed plan?			Arrange briefing for appropriate parties if needed
Have parents/carers been informed?			Write letters to parents (ensure that the SLT have seen the letters before they are sent out and give a signed copy to office for file) Ask for consent, include information on type of activity, clothing and footwear, dates, travel arrangements.
Have the office been given sufficient information about the trip? A list of which children and staff are attending and if any children are not going.			Ensure the office staff are fully briefed on the trip and have a list of children attending, this will need to be updated on the day if any children are absent/ or do not go on the trip and stay at school.
Have you completed a risk assessment on-line, including any details about SEN pupil needs?			Complete a risk assessment online, ask for help from SLT if unsure.
Has final approval been received from SLT and other appropriate parties?			Ensure the EVC knows you have completed a risk assessment either via e-mail or verbally. Check it has been agreed BEFORE departing for the trip.
Have the adults/ children going on the trip been briefed about emergency contact details and what to do?			Ensure you brief all adults and children going on the trip with you of emergency procedures.
Have you got a copy of the risk assessment to take on the trip with you so that you have the contact details of SLT and the emergency plan?			Print a copy of the plan to take with you.

## Appendix 3 - Local Area Visits

### **Boundaries**

The boundaries for local area visits are a 1 mile radius around the school.

We use the local area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area providing they follow the below Operating Procedure. They will complete a local area activity form on Evolve and upload a local visit risk assessment.

### **Operating Procedure for Local Area Visits**

The following are potentially significant issues/hazards within our extended locality:

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

These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves (minimum of 2 weeks notice).
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of local area visits is explained to all new parents when their child joins the school.
- There will be a minimum of two adults unless attending a Trust event where one adult may be sufficient.
- Staff are familiar with the area, including any 'no go areas', and have practised appropriate management techniques.
- Pupils have been trained and have practised standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- Staff will have mobile phones with them and the office will have the phone numbers.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles).

## Appendix 4 - Away Sporting Fixtures Risk Assessment

Please find below a detailed risk assessment that staff are familiar with and follow when taking our children on trips to local away sporting fixtures.

Also attached is the 'Code of Conduct For Pupil Behaviour On School Trips' and the 'Code of Conduct For Transporting Children In Private Vehicles' which is signed when any adult transports our children in a private vehicle.

This document was taken from EES for schools and adapted by the EVC to suit the needs of our school.

It has been read by relevant staff.

This declaration is made for all visit staff by the EVC Lead.

## Away Sports Fixtures - GENERIC RISK ASSESSMENT

<b>General Risks</b>		
<b>Significant HAZARDS</b>	<b>CONTROL MEASURES and PRECAUTIONS that staff agree to adopt as their normal practice</b>	<b>Additional CMs required?</b>
<i>Likely places/ways that people could be seriously harmed</i>	<i>Discuss with all staff that organise or help lead this type of visit. Consider the suggested measures below – if control measures do not result in a low residual risk consider adding extra measures in each section as needed.</i>	<i>If existing CMs cannot be met or circumstances have changed</i>
<p>Inadequate staff supervision/ training/ qualifications</p> <p>Accidents</p>	<ul style="list-style-type: none"> <li>• The Overall Group Leader will be a designated competent leader, with adequate experience of leading similar groups and activities</li> <li>• The Overall Group Leader, responsible for the group’s welfare, will be an employed member of staff with appropriate leadership experience and competence, and knowledge of the group</li> <li>• An appropriate number of other competent leaders will accompany the group to assist with supervision of the group.</li> <li>• Where some direct supervisory responsibilities are delegated to an another leader (e.g. HLTA), the Overall Group Leader maintains overall responsibility for the group, and will ensure that they can be contacted, and intervene or provide assistance if required</li> <li>• All contracted coaches and volunteer staff will be appropriately checked regarding child protection issues prior to involvement, and will be made aware of recommended safe practice</li> <li>• A member of staff will be available to supervise group members in the changing rooms (if necessary)</li> <li>• All accompanying staff will remain accessible and available to assist with supervision throughout the activity/event, including supervision of those not directly involved (e.g. reserves/spectators)</li> </ul>	<p>Inadequate staff supervision/ training/ qualifications</p> <p>Accidents</p>

	<ul style="list-style-type: none"> <li>• If accompanying staff are directly responsible for providing coaching/supervision of groups, they will hold the appropriate qualification, as recommended by the National Governing Body concerned, or equivalent</li> <li>• Guidance provided by the Government and relevant Sports Governing Bodies regarding the use of volunteers and paid coaches (contractors) will be referred to and followed</li> </ul>	
<p>Visits inadequately planned/ organised/ risk assessed</p> <p>→ Accidents</p>	<ul style="list-style-type: none"> <li>• Staff will be fully briefed and prepared to fulfil their supervisory roles and responsibilities e.g. accompanying sick or injured group members to/in hospital if required</li> <li>• Staff will have an established emergency procedure in the event of a group member being injured and needing hospitalisation</li> <li>• Group members will know where and how to contact a staff member in an emergency.</li> <li>• Contact details and after hours numbers of parents, group leader, and others responsible, will be held by the group leader and emergency home contact</li>   <li>• The Leader and emergency home contacts will have clear instruction as to what to do in an emergency.</li> <li>• Group leaders will be familiar with the site and in the case of unfamiliarity will undertake a pre-visit and if needed make adaptations to this risk assessment.</li> </ul>	
<p>Exposure to weather</p> <p>cold injury</p> <p>heat injury</p> <p>sunburn</p>	<ul style="list-style-type: none"> <li>• Weather and ground conditions will be taken into consideration prior to the event, and alternative contingencies will be pre-planned for occasions when the conditions are deemed unsafe or unsuitable</li> <li>• An up-to-date weather forecast will be obtained and plans will be adjusted accordingly.</li> <li>• Young people will be instructed to wear/bring appropriate equipment, clothing and footwear for the prevailing weather/ground conditions</li> <li>• Plans will be in place for young people who may/do not bring suitable kit (i.e. kit is checked before departure).</li> </ul>	
Collisions, falls, slips	<ul style="list-style-type: none"> <li>• The Leader responsible for the group will ensure, as far as possible, that:</li> <li>• the playing surface/nets/posts/markers etc. are established in accordance with the relevant sport's Governing Body and national guidelines</li> </ul>	



injury	<ul style="list-style-type: none"> <li>• all other equipment that is provided is safe and suitable</li> <li>• the referee/umpire is appropriately qualified and experienced</li> <li>• all obvious hazardous obstacles/objects are either cleared from the playing area or suitably protected</li> <li>• the ground conditions and playing surface are suitable (e.g. no ice/hard frost/rocks/broken glass)</li> </ul>	
Assault/Aggressive behaviour injury	<ul style="list-style-type: none"> <li>• The Leader responsible for the group will ensure, as far as possible, that:</li> <li>• players are clearly briefed regarding expected behaviour/sanctions (<b>see attached Children’s Code of Conduct</b>)</li> <li>• prompt action is taken by the referee or accompanying staff (e.g. substitute an offending player) if dangerous/aggressive behaviour is shown by players which puts themselves or others at risk of harm</li> </ul>	Assault/Aggressive behaviour injury
Pupils lost/separated from the group injury	<ul style="list-style-type: none"> <li>• The Overall Group Leader will retain responsibility for all group members until they have been returned to the care of their parents/guardians, or to an agreed place of safety</li> <li>• Suitable grouping measures will be applied (buddy systems, large groups split into smaller ones) with appropriate supervision by staff</li> <li>• Itinerary and arrangements will be discussed in advance with young people.</li> <li>• All young people will be briefed on what to do if separated from the group.</li> <li>• Head counts will be undertaken by leaders, particularly at arrival/ departure points. → Meeting points will be agreed for the start and end of matches/events</li> </ul>	Pupils lost/separated from the group injury
Inadequate emergency procedures illness or injury	<ul style="list-style-type: none"> <li>• At least one leader with each group will have a competent level of First Aid.</li> <li>• Leaders will know how to call the emergency services.</li> <li>• Appropriate medical/special needs information will be obtained.</li> <li>• All appropriate medical conditions will be disclosed to <u>all relevant</u> staff/leaders</li> <li>• Advice from SENCO will be sought if appropriate</li> <li>• Group Leaders to take copies of Care Plans if appropriate</li> <li>• Necessary arrangements for individual pupils will be made, including individual Risk Assessments and additional staffing measures if required.</li> <li>• Pupils and parents will be reminded to bring individual medication</li> <li>• First aid and travel sickness equipment will be carried.</li> <li>• Mobile phones will be carried by staff</li> </ul>	Inadequate emergency procedures illness or injury

<p>Away matches if start/return is before/after school hours</p> <p>Accident/ assault/ abuse/ stranger danger</p> <p>injury</p>	<ul style="list-style-type: none"> <li>• Parents will be informed in writing of their child’s involvement in sports fixtures including accurate dates and times.</li> <li>• Parental consent for after-hours activities will be obtained, by a letter before every sporting fixture</li> <li>• The consent letter will ask for up to date contact information including: phone numbers and collection details with alternative arrangements made explicit e.g. a parent of another child picking up</li> <li>• Starts/returns will be pre-planned, and parents will be informed where and when to drop off/collect young people. <ul style="list-style-type: none"> <li>○ Alternative arrangements (e.g. older students to walk home) will be pre-planned with appropriate parental consent</li> </ul> </li> <li>• Suitable arrangements will be made for any young people whose parents fail, or are unable, to collect them</li> </ul>	<p>Away matches if start/return is before/after school hours</p> <p>Accident/ assault/ abuse/ stranger danger/injury</p>
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Risk Assessment Carried out by \_\_\_\_\_

Educational Visits Officer

Date: \_\_\_\_\_

<b>Walking</b>		
<b>Significant HAZARDS</b>	<b>CONTROL MEASURES and PRECAUTIONS that staff agree to adopt as their normal practice</b>	<b>Additional CMs required?</b>
<i>Likely places/ways that people could be seriously harmed</i>	<i>Discuss with all staff that organise or help lead this type of visit. Consider the suggested measures below – if control measures do not result in a low residual risk consider adding extra measures in each section as needed.</i>	<i>If existing CMs cannot be met or circumstances have changed</i>
<b>All accidents</b>	<p>This generic risk assessment will be read and completed in addition to the generic risk assessment “ Travel - General” which gives general safety guidance applicable to all journeys</p> <p>Where possible, prior inspection of the intended journey will be undertaken by at least one group leader to identify potential hazards and choose safe walking route</p> <p>The route will be planned to avoid fast or dangerous junctions or sections of road</p> <p>Staff will be fully briefed with respect to supervisory responsibilities</p>	
<b>Collision with vehicular traffic (roads with pavements)</b>	<p>Young people given appropriate briefing regarding hazards and required behaviour e.g. remain on pavements unless instructed otherwise, courtesy to public, etc.</p> <p>The planned route utilizes wide pavements where possible</p> <p>The planned route will cross roads only at designated crossing points or at specified locations which are considered to be low risk</p> <p>All journeys, especially road crossings, will be closely supervised by staff</p>	

	<p>Young people will be briefed not to cross roads, unless and until specifically instructed to do so by staff</p> <p>One supervisor (or appropriate group member) will be at the front of the group, one at the back, with the others positioning themselves alongside the group between the young people and the road itself</p> <p>If abroad, pupils will be briefed regarding right-hand traffic and any local traffic rules</p>	
<p><b>Collision with vehicular traffic (roads with no pavements)</b></p>	<p>Walking beside roads with no pavements will be kept to a minimum, and only undertaken if the risk is considered reasonable, and there is no suitable alternative (consideration will be given to factors such as speed and business of traffic, and widths of road and verge)</p> <p>Young people given appropriate briefing regarding required behaviour i.e. –</p> <ul style="list-style-type: none"> <li>to stay together as one group, on one side of the road only</li> <li>to walk in a single file close to roadside</li> <li>to walk off the road and on the verge, if at all possible</li> </ul> <p>The group will normally walk on the side of the road facing oncoming traffic, but the group leader will choose the safest side according to road conditions, width of verge, and visibility of traffic) Particular care will be taken around corners, when oncoming traffic may not be visible</p> <p>Leaders will be positioned at the front and back of the group. N.B. It will not normally be safe for staff members to walk alongside the group</p> <p>If visibility is poor, leaders at the front and rear of the group will be positioned at an appropriate distance ahead and behind the group to give prior warning to oncoming vehicles (wear bright clothing - fluorescent, if possible; flags or signs might be used if appropriate to signal to drivers to slow down)</p>	

	<p>Leaders will warn group members of oncoming traffic and give instructions to the group to move onto the verge if appropriate</p> <p>Roads will be crossed only at safe locations where visibility is clear and sufficient time is available to cross</p>	
<p><b>Collision with vehicular traffic when crossing roads</b></p>	<p>Young people given appropriate briefing regarding required behaviour when crossing roads e.g. walk, utilize pedestrian islands, cross in waves/small groups, leave clear exit at far side</p> <p>Young people only to cross roads when specifically directed to do so by staff</p> <p>Staff will be appropriately positioned and clearly visible to traffic and to guide group safely across</p>	

Risk Assessment Carried out by \_\_\_\_\_

Educational Visits Officer

Date: \_\_\_\_\_

**Travel (private vehicle)**

<b>Significant HAZARDS</b>  <i>Likely places/ways that people could be seriously harmed</i>	<b>CONTROL MEASURES and PRECAUTIONS that staff agree to adopt as their normal practice</b>  <i>Discuss with all staff that organise or help lead this type of visit. Consider the suggested measures below – if control measures do not result in a low residual risk consider adding extra measures in each section as needed.</i>	<b>Additional CMs required?</b>  <i>If existing CMs cannot be met or circumstances have changed</i>
<b>All accidents</b>	<ul style="list-style-type: none"> <li>This generic risk assessment will be read and completed in addition to the generic risk assessment “ Travel - General” which gives general safety guidance applicable to all journeys</li> </ul>	
<b>Driver error</b>	<p>The driver: -</p> <ul style="list-style-type: none"> <li>has a current driving licence for the type of vehicle s/he will be driving (driving licences should be checked annually by designated “responsible person”)</li> <li>is an experienced driver who has held a full driving licence for at least 2 years</li> <li>has no past convictions (in the last 5 years) for, and is not facing impending prosecution for, any significant driving offences (e.g. drink driving)</li> <li>is healthy and fit to drive</li> <li>is aware of and agrees to implement the following LA guidance</li> <li>not to drive if feeling too tired or unwell to drive safely</li> <li>not to drive if under the influence of alcohol, drugs or medication</li> <li>Not to use a mobile ‘phone or radio in the car unless the car is stationary or the equipment is fully “hands-free” operated.</li> <li>to adhere to national speed limits and the highway code</li> <li>to drive in a responsible and sensible manner</li> <li>to choose safe locations, away from busy traffic, for passengers to get in/out of car (e.g. car park, onto wide pavement)</li> <li>will check and ensure that seat belts are fitted correctly on all young people before departure and after all breaks in the journey</li> </ul>	

<b>Defective or unsuitable vehicle</b>	<p>The following documents must be checked as evidence the vehicle is roadworthy.</p> <ul style="list-style-type: none"> <li>• valid road tax</li> <li>• current MOT certificate</li> <li>• (receipt for last service?)</li> <li>• There is adequate motor vehicle insurance cover provided i.e. it is insured for personal business use</li> <li>• It is ideal to have some form of 'Breakdown' cover</li> </ul>	
	<p>The establishment must ascertain that:</p> <ul style="list-style-type: none"> <li>• the vehicle is fitted with fully operational seatbelts (ideally 3 point) for each person</li> <li>• booster cushions must be available for use when appropriate (children under 1.35m)</li> <li>• the vehicle has sufficient capacity for each passenger to have their own seat and own seatbelt</li> <li>• if younger children are being transported, adults to decide whether child-safe locks are appropriate and then that they are operational on the doors to ensure that they cannot be opened accidentally</li> </ul>	
<b>Child abuse</b>	<p>Prior to a driver taking young people in their car, the school/establishment will make all reasonable and appropriate checks to ensure that young people are not at risk of harm from the driver, including: -</p> <ul style="list-style-type: none"> <li>• requesting personal references of occasional/one-off volunteers who are unknown to the group leader</li> <li>• requesting a DBS check on any volunteer who will have regular unsupervised contact with young people</li> <li>• requesting drivers to read and sign an agreed "Code of Safe Conduct" <b>See attached</b></li> <li>• making prior arrangements to ensure that young people do not need to be transported alone</li> </ul>	
<b>Driver distracted by misbehaviour or illness in car</b>	<p>The establishment will ensure that: -</p> <ul style="list-style-type: none"> <li>• young people who are likely to present challenging behaviour are appropriately supervised by staff who are aware of and capable of handling their behaviour</li> <li>• a second adult accompanies the main driver</li> </ul>	

	<ul style="list-style-type: none"> <li>• young people are briefed beforehand regarding required conduct/behaviour</li> <li>• young people are briefed not to open vehicle windows without permission, and not to place hands/heads out of open windows</li> <li>• young people are briefed not to throw anything inside or from the vehicle, or to make signs to passing road users</li> <li>• the driver will be informed of any significant medical conditions (including propensity for travel sickness) and relevant medication carried</li> <li>• any travel sickness equipment is provided</li> <li>• young people are briefed to eat/drink sensibly</li> </ul>	
<p><b>In event of breakdown or accident, additional collision with vehicle, or with passengers during evacuation</b></p>	<p>The school/establishment will instruct drivers:</p> <ul style="list-style-type: none"> <li>• if breakdown or accident occurs, to evacuate all passengers away from passenger side of vehicle to safe resting place (beyond side barrier if possible), well away from passing vehicles</li> <li>• if above is not possible, to instruct passengers to sit on side of vehicle furthest from moving traffic and remain wearing seat belts</li> <li>• Ensure that Traffic Patrol officers are informed to place blue or amber flashing hazard lights between the vehicle and approaching traffic as soon as possible</li> </ul>	

Risk Assessment Carried out by \_\_\_\_\_

Educational Visits Officer

Date: \_\_\_\_\_



**Travel (Hired Vehicle)**

<b>Significant HAZARDS</b>	<b>CONTROL MEASURES and PRECAUTIONS that staff agree to adopt as their normal practice</b>	<b>Additional CMs required?</b>
<i>Likely places/ways that people could be seriously harmed</i>	<i>Discuss with all staff that organise or help lead this type of visit. Consider the suggested measures below – if control measures do not result in a low residual risk consider adding extra measures in each section as needed.</i>	<i>If existing CMs cannot be met or circumstances have changed</i>
<b>All accidents</b>	Group leaders have read and will follow School / LA policy regarding transport on educational visits (OEAP National Guidance)	The generic risk assessment, “Indirect or Remote Supervision” may also be pertinent
<b>All accidents and incidents</b>	<p><b>Leaders briefed re the following: -</b></p> <ul style="list-style-type: none"> <li>Purpose, location, time and duration of visit</li> <li>Activities to be included during the visit</li> <li>Composition of group, including any special or particular needs for individuals</li> <li>Transport considerations</li> <li>Supervisory responsibilities throughout the visit, including any specific responsibilities e.g. 1st Aid, medication, spending money etc.</li> <li>Emergency procedures – communications, mobile ‘phones, Critical incident Card including all emergency contact numbers</li> <li>Contingency arrangements in the event of an accident or breakdown (inc. safety of group, and planned means of onward travel or return home)</li> </ul> <p><b>Young people appropriately briefed to include the following: -</b></p> <ul style="list-style-type: none"> <li>Purpose, location, time and duration of visit</li> </ul>	

	<p>Activities to be included during the visit</p> <p>Expected standards of behaviour / Code of Conduct and pertinent safety rules</p> <p>Required clothing, PPE etc</p> <p>Emergency procedures - what to do if lost or separated from group, or there is an incident.</p>	
<p><b>Defective vehicles, or unsafe drivers or operating procedures</b></p>	<p>Only bona fide, reputable companies will be hired</p> <p>Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management systems in place</p>	
<p><b>Whilst on transport:</b> <b>Misbehaviour</b></p> <p><b>injury to self, others inside transport, or passers-by</b></p>	<p>Staffing supervision is within LA recommended ratios, sufficient to meet pastoral needs and maintain good behaviour</p> <p>Leaders will sit at various separate locations to ensure well-being and good behaviour</p> <p>Young people will be told not to:</p> <p>throw anything either inside vehicle or out of windows</p> <p>distract or disturb vehicle driver's concentration whilst travelling</p> <p>lean against or touch the emergency exits (except in emergency)</p> <p>open or close vehicle windows without permission</p> <p>lean out or put head/hands through open windows</p> <p>hold or hang things out of the windows</p>	

<p><b>Unexpected motion or braking of transport → injury</b></p> <p><b>Obstacles in gangways, etc. → falls &amp; injury</b></p> <p><b>Major incident e.g. collision / breakdown</b></p> <p><b>Health concerns, travel sickness</b></p>	<p>gesticulate to passers-by or other transport users.</p> <p>Individual risk assessments will be carried out if required</p> <p>Additional staffing will be arranged to ensure safe supervision if necessary</p> <p>Young people told to remain seated with seatbelts fastened where appropriate and not to move around vehicle unnecessarily</p> <p>Wheelchairs will be properly secured during journey using appropriate fixings</p> <p>If user remains in wheelchair, appropriate seat belts, if required, will be fitted</p> <p>Aisles and emergency exits will be kept clear of obstructions</p> <p>Leaders will ensure that group members read and/or listen to transport officials' safety instructions, and will help explain emergency procedures to the group if required</p> <p>Young people (and parents in letter) will be reminded to bring personal medication if required</p> <p>Young people will have written parental consent and will inform leaders if medication taken or required</p> <p>Visit leader will carry information regarding medical conditions and relevant medication carried</p> <p>Young people will be briefed to eat/drink sensibly</p>	
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	<b>See Children's Code of Conduct</b>	
<b>Injury whilst getting on / off transport</b>  <b>Injury transferring, if needed, into/out of wheelchair</b>  <b>Collision with passing vehicle</b>	<p>Allocate one staff member to stand by and check doorway as young people enter/leave</p> <p>Brief group to enter and leave in an orderly manner</p> <p>Instruct group to wait behind staff member and wait until given order to enter/exit.</p> <p>Transport will have suitable lift/wheelchair access</p> <p>Access, egress and transfers will be carefully supervised (and assisted, if required) by sufficient number of trained, experienced staff members with suitable lifting aids where appropriate</p> <p>Choose safe locations to get on/off transport</p> <p>Ensure one staff member is the first onboard and last off board</p> <p>Ensure that one staff member is the last onboard and first off board</p>	
<b>Breaks in journey</b>  <b>e.g. service, bus or railway stations,</b>	<p>Brief leaders and young people re :</p> <p>purpose and timings of stop</p> <p>rendezvous times and places</p> <p>hazards and conduct / behaviour required</p> <p>how and where to contact staff (agree staff supervisory responsibilities beforehand)</p>	

	<p>to remain in pairs or threes (buddy system - each responsible for named other)</p> <p>procedure if they become lost or separated from their group</p> <p>Remind re moving traffic (driving on right abroad)</p> <p>Careful head count before departure</p>	
<b>Confrontation with a member of public</b>	<p>Young people will remain in pairs, groups or buddy systems at all times, including visits to toilets, restaurants etc.</p>	
<b>Inappropriate provision, activity or actions by provider or provider's staff</b>	<p>Only bona fide, reputable providers will be used</p> <p>Where appropriate, prior written assurance will be obtained (OV 6 Providers Assessment form) from the company that it has suitable and sufficient safety management and quality-control systems in place</p>	
<b>Whilst on activity: Inappropriate behaviour injury to self, other party members, or passers-by</b>	<p>Staffing supervision is within LA recommended ratios, sufficient to meet pastoral needs and maintain good behaviour</p> <p>Overall party divided into smaller groups for more effective supervision by staff</p> <p>Young people appropriately briefed to include the following: -</p> <p>Purpose and duration of activity</p> <p>Expected standards of behaviour and pertinent safety rules – follow instructions / directions from provider's staff where applicable</p> <p>Emergency procedures - what to do if there is an incident or they become lost or separated from group</p>	

Risk Assessment Carried out by \_\_\_\_\_

Educational Visits Officer

Date: \_\_\_\_\_

## Swimming

Significant HAZARDS	Significant HAZARDS	Significant HAZARDS
<i>Likely places/ways that people could be seriously harmed</i>	<i>Likely places/ways that people could be seriously harmed</i>	<i>Likely places/ways that people could be seriously harmed</i>
Inappropriate leadership	<ul style="list-style-type: none"> <li>• Group leaders will read and follow guidance in OEAP National Guidance (doc 7x)</li> <li>• At least one of the leaders will be an employed member of staff (e.g. teacher, social / youth worker) with appropriate leadership experience and competence, and knowledge of the group</li> <li>• An appropriate number of other competent leaders will also accompany the group in a supervisory capacity (at least one other adult leader, with appropriate experience, should accompany to deputise in emergency)</li> <li>• The gender mix of staff will take account of the group's gender mix (normally at least one member of each gender in mixed groups), wherever possible</li> <li>• A member of staff (of appropriate gender) will be available to supervise group members in the changing rooms (as necessary)</li> <li>• If the group is under the direct supervision and care of instructors at the pool, at least one group leader will remain present and immediately available to assist (i.e. with behavioural / pastoral issues) if required, beside the pool</li> <li>• All accompanying staff will remain accessible and available to assist with supervision throughout the pool session (as required)</li> <li>• Staff will have an established emergency procedure in the event of a group member being injured and needing hospitalisation</li> <li>• Meeting points will be agreed for the start and end of sessions</li> <li>• If accompanying staff are directly responsible for providing instruction/supervision of groups in the pool, they will hold the National Rescue Award for Swimming Teachers and Coaches, as a minimum</li> <li>• Only group members whose parents have given permission will be allowed to swim</li> </ul>	

<p>Inadequate safety provision</p>	<p>Where there are no lifeguards provided by the pool management, the Group leader will ensure that: -</p> <ul style="list-style-type: none"> <li>• An appropriate number (according to location and group) of qualified lifeguards will be available to provide constant supervision</li> <li>• The lifeguard(s) will supervise from out of the water from a point where the whole swimming area can be observed</li> <li>• The lifeguards will remain alert to danger, and will be ready and prepared, if necessary, to enter the water to conduct a rescue</li> <li>• In addition to qualified lifeguards, a sufficient number of other leaders will act as observers/supervisors (it might be appropriate for some leaders to be present also in the water)</li> <li>• Lifeguards will have access to, and be competent in, the use of suitable rescue equipment (e.g. lifebuoy, throw-line and/or reaching pole)</li> <li>• The depth of water will be checked and assessed as suitable for the group and activities - diving and other activities</li> </ul>	
<p>Sudden / unexpected immersion → drowning</p>	<ul style="list-style-type: none"> <li>• Group appropriately briefed regarding: - <ul style="list-style-type: none"> <li>○ safety rules and regulations</li> <li>○ behaviour required / agreed sanctions (e.g. about running, jumping, diving and it will be made clear that pushing, dragging or ducking others is unsafe and unacceptable)</li> </ul> </li> <li>• All non swimmers/weak swimmers will be identified and be directed to areas suitable to their ability</li> </ul>	
<p>Slips, trips, collisions during non-swimming activities</p>	<ul style="list-style-type: none"> <li>• Group members to be briefed regarding safety rules, expected behaviour (no running) and emergency procedures</li> <li>• Slip resistant surfaces in evidence</li> <li>• Non-formal swim teaching activities to be specifically risk assessed e.g. diving, 'recreational' time, use of slide, flumes, inflatables etc.</li> </ul>	
<p>Unsafe / inappropriate use of equipment</p> <p>☒ Injuries</p>	<p>Group members will only use extra equipment (e.g. snorkels, masks etc.) permitted by the pool management</p> <ul style="list-style-type: none"> <li>• Floats and teaching / play equipment will be used only in accordance with pool management rules and procedures</li> <li>• Where canoes are available (i.e. stored) on poolside, these must not be used whilst swimming activities are taking place. Such use to be specifically risk assessed beforehand.</li> </ul>	

<p>Poor hygiene arrangements → infections</p>	<ul style="list-style-type: none"> <li>• Group leaders will check that: <ul style="list-style-type: none"> <li>○ Group members use appropriate, clean swimwear, as required</li> <li>○ Group members with medical conditions that are infectious do not participate, or have sufficient protection to be no risk to others</li> </ul> </li> <li>• Group leaders to satisfy themselves, and the pool operator informed immediately where there are concerns, about the following: <ul style="list-style-type: none"> <li>○ changing and showering facilities appear safe and clean</li> <li>○ the water appears clear and is regularly tested for quality</li> <li>○ water temperature is appropriate / acceptable</li> </ul> </li> </ul>	
<p>Child protection issues</p>	<ul style="list-style-type: none"> <li>• Swimming sessions will be arranged for the group's exclusive use in a clearly defined area of the pool</li> <li>• Care, sensitivity, and sensible precautions will be taken regarding changing facilities and assistance in the pool to protect young people (and safeguard leaders from allegations)</li> </ul>	
<p>Confrontation with members of public</p>	<ul style="list-style-type: none"> <li>• Appropriate briefing of staff on expected behaviour</li> <li>• Appropriate briefing to students on required behaviour / Code of Conduct <ul style="list-style-type: none"> <li>○ young people will operate buddy system - each responsible for named other(s) and must accompany each other at all times (inc. visits to the toilets)</li> <li>○ Young people will be briefed regarding their response if approached inappropriately by a stranger, or if they are offered anything by a stranger</li> </ul> </li> </ul>	

Risk Assessment Carried out by \_\_\_\_\_

Educational Visits Officer

Date: \_\_\_\_\_



## Appendix 5 - Code of Conduct for Pupil Behaviour On School Trips

- Cooperate fully with teachers/leaders at all times.
- Fulfil any tasks or duties set prior to and during the visit to the best of their ability.
- Be punctual at all times.
- Not leave group sessions or accommodation without permission.
- Always return to the meeting point or at agreed times.
- If granted indirectly supervised time, be in groups of no less than three.
- Avoid behaviour that might inconvenience others.
- Be considerate to others at all times.
- Respect all requests and requirements made by staff and accompanying adults.
- Behave at all times in a manner that reflects credit on self, to the party and to the school.
- Abide by the rules and regulations of the places visited.
- Be aware of the social / religious conventions of the places visited and show appropriate consideration.
- If in doubt on any matter, consult with staff.

## Appendix 6 - Code of Conduct for Transporting Children in Private Vehicles

To ensure the welfare and safety of the children you are transporting, you must follow this guidance:

- Keep your vehicle roadworthy and clean.
- Drive by the rules in the Highway Code.
- Drive at a speed appropriate to the conditions.
- Ensure that you and your passengers are wearing seat belts at all times.
- Keep to 5mph on school premises.
- Use child locks (if appropriate).
- Take care when reversing especially on school premises and use audible reversing warning device if available.
- Where possible, park so that children can get out of your vehicle on the pavement side and so that they do not need to cross the road.
- Only drop children off to their agreed destination.
- If dropping a child to their home, ensure that they are met by a parent/guardian. If no one is home, contact the school office and wait with the child. Do not leave the child alone.
- Wear clothing and footwear appropriate for the job.
- If you find that a route is unsafe, try to find an alternative.
- Never transport a child alone. Ensure that there is another child or adult present.

Signed: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 7 – Guidance for procedures in the event of a Critical Incident on Off-Site visits

### 1. School / establishment critical incident procedures

The head of establishment e.g. Headteacher, must have an agreed site emergency plan which can be put into operation in the event of a critical incident.

A critical incident is defined as “when a member of a Berlesduna Trust group has suffered a life-threatening injury, fatality or is in peril, including being lost”.

#### Procedures to be followed in the event of a critical incident

The following suggestions are intended as a guide to enable leaders to follow a course of action covering the main basic priorities. Obviously no such list will ever be finite and other actions may be necessary depending on the situation. However, it is important that the relevant information is quickly and easily available, especially when groups are off-site and whatever the time of day or night.

- 1 The leaders in charge of any venture **must** have lists of names, telephone numbers and addresses. Consideration should be given to carrying a mobile phone.
- 2 Similar lists to those above, along with relevant consent forms, must be readily available at the “home” establishment and emergency contact; these **must** include last minute amendments. (Example: when using an Essex County Council Outdoor Centre, a copy must be left with the manager.)
- 3 Out of office hours, a contact person should be nominated to act as the communication link with the party. There should preferably be two persons if the overnight stay is for more than one night; those nominated should have a copy of lists including:
  - The names of all off-site participants, including adults, and details of their emergency contacts.
  - The distribution, (i.e. names of leader / young people) if in separate groups, vehicles or boats.
  - The planned itinerary, including base address and telephone number in case of emergency.
  - The names, telephone numbers and email of the travel and coach companies.
  - Details of the establishment emergency contacts or nominated officer, in the event of an emergency - Lead Manager (LM) / Critical Incident Management Team (CIMT).

## 2. Action to be taken by the leader / instructor (or by other staff) in the event of a critical incident

1. Assess the situation.
2. Protect the party from further injury or danger.
3. Administer First Aid.
4. Call the emergency services (999), as appropriate.
5. State the nature of the emergency.
6. Give your name and address / location and telephone followed by:
  - The nature of the incident.
  - The number of individuals involved.
  - The condition of those involved and where they are located.
7. Ensure an adult accompanies any casualties to hospital
8. Phone home emergency contact person – **Lead Manager** (and **Critical Incident Management Team Management** or **nominated officer**)
9. It is probable that both staff and participants will be in a state of shock, therefore:
  - Remove the remainder of the party to secure accommodation and place under the care of a member of staff able to protect them from the attention of the press / media.
  - If necessary request the police to assist.
  - Calm and comfort participants and arrange for their evacuation.
10. Do not make any statements to press/media or allow anyone else to make statements other than expressions of sympathy.
11. Refer all media enquiries to the ECC Press Office Tel: 01245 434100 / 03330132800 Office hours – or 07717 867525 Out of office hours

## 3. Procedures for lead manager or staff receiving notice of a critical incident

1. Calm and reassure the caller and then take down the following details:
  - Name and telephone number of the person making the call.
  - Name of the group.
  - Nature, date and time of the incident.
  - Details of injuries, hospital - has a staff member gone with the injured to the hospital? Who?
  - Are all party members accounted for?
  - Names and telephone numbers of those involved.
  - Action taken so far.
  - Instruct that a written log of all actions and conversations is kept.
  - Ask that anyone involved with the party give a short written account of the incident.
  - Telephone numbers for future communication (is there a fax, available for use?)  
For serious accidents where the media are involved try to identify alternative telephone numbers at 'home' and 'off-site' base, as other lines will quickly become jammed. It is not for the party leader or other members or Service Unit staff taking the message to discuss matters with the media. Under no circumstances should the name of any casualty be divulged to the media /press.
2. Reassure the caller that swift action will follow.
3. Immediately notify a member of the Critical Incident Management Team.
4. Keep a record of all communication, including times, dates and messages given and received.

#### 4. Procedures for the school / establishment Critical Incident Management Team (CIMT)

1. The CIMT should be provided with the following information:
  - Name and telephone number of the person making the call
  - Name of the group
  - Nature, date and time of the incident
  - Details of injuries, hospital – has a staff member gone with the injured to the hospital? Who?
  - Are all party members accounted for?
  - Names and telephone numbers of those involved
  - Action taken so far.
  - Ensure that a written log of all actions and conversations should be kept.
  - Ask that anyone involved with the party give a short written account of the incident
  - Telephone numbers for future communication (is there a fax. available for use?). For serious accidents where the media are involved try to identify alternative telephone numbers at ‘home’ and ‘off-site’ base, as other lines will quickly become jammed. It is not for the party leader or other party members of Service Unit staff taking the message to discuss matters with the media. Under no circumstances should the names of any casualty be divulged to the media / press.
2. The CIMT should speak directly with the group leaders to determine the precise details of the incident and to determine the appropriate course of action to be taken by the group and by CIMT (including informing the ECC Press Office via the SCF Communications Team). This could include sending an officer to the incident site.
3. Contact with parents/guardians/relatives should be agreed with the party leader.
4. The CIMT member will decide who else to inform e.g. Employer Cabinet member / Governor.
5. Ensure Health and Safety Executive and Essex County Council Health and Safety have been informed where appropriate.
6. Decisions relating to the organisation of services to bring the group home may well be made by the CIMT.
7. The CIMT member will collate and prepare a detailed report, arranging a visit to the site if necessary.

#### Key contact numbers

Schools Communications Team	0333 013 9880	Office hours
Press Office	03330 132800	Office Hours
	07717 867525	Out of hours, weekends and public holidays

## 5. Template for Critical Incident Management Team - emergency telephone numbers

Please develop a management contact tree based on the following:

- Confirm with the manager and be clear that you both understand roles and responsibilities regarding emergencies
- This is in addition to any local contact tree i.e. below management level that you have in place
- Please respect the confidentiality of this information.

During term time there needs to be two emergency contacts for every visit. Out of term time there will need to be two emergency contacts for every visit PLUS a specific nominated senior officer.

Emergency training information can be found at [www.essexvisits.org.uk](http://www.essexvisits.org.uk) (see Resources – Jig-saw Icon – Visit Emergency Training Courses)

### School / establishment contacts - Lead Manager / Critical Incident Management Team

Name	Position	Home Tel.	Mobile Tel.	Work Tel.

## **Appendix 8 - Planning Inclusive Off-site visits for Pupils with a PNI (adapted from Bradford Physical Difficulties Team Learning Support Service)**

### **Schools' responsibilities:**

All children benefit from participating in off-site educational visits. With careful planning all children can be included.

The Equality Act (2010) replaces the Disability Discrimination Act (2005) and prohibits discrimination in relation to:

- the way you provide education for the pupil
- the way you afford the pupil access to a benefit, facility or service
- by not providing education for the pupil
- by not affording the pupil access to a benefit, facility or service
- by subjecting the pupil to any other detriment.

The Act requires schools/establishments to **anticipate** the need for reasonable adjustments to be made in order to include all children in educational activities.

Therefore, schools/establishments must make reasonable adjustments (e.g., choose a wheelchair accessible hotel for a residential visit). These adjustments must be made where disabled people experience a 'substantial disadvantage'.

Schools have a duty not to **discriminate** against disabled pupils.

Schools must ensure that disabled pupils are given equal opportunities and are not put at a **substantial disadvantage** to other pupils.

The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled pupil in question did not have a disability.

### **1. What might be described as being placed at a **substantial disadvantage**?**

- Additional time or additional effort expended by the disabled child
- Loss of opportunity or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled
- The inconvenience, indignity or discomfort a disabled child might suffer or the loss of opportunity

### **2. How can schools/establishments **anticipate** the needs of disabled pupils on future visits?**

- Review school's Educational Visits policy with reference to disability

- Compile a list of potential difficulties that may be encountered by a disabled pupil and suggest strategies to enable participation
- Provide staff training in disability awareness
- Ensure an appropriate number of staff are trained in moving and handling and administering medicines
- Research residential centres which can offer accessible accommodation and inclusive activities

### 3. What issues should be considered when planning an educational visit for a group that includes a child with a physical disability and does not **discriminate**?

- The need to maintain academic and other standards: A venue should be chosen that will enable all members to participate and to achieve the desired learning outcomes
- Financial resources available: Consideration of additional costs needed to enable the child to fully participate
- Aids and services provided by the Education and Health Care Plan (EHCP) if applicable: Consultation between the pupil, parents/guardian, and other relevant agencies eg physio, OT, specialist teacher regarding the pupils needs and requirements for participation
- Health and safety requirements: Safety and welfare of other pupils, staff and volunteers: Consideration of health and safety issues including a risk assessment of the activity/visit and notification of the insurance company of any pre-existing medical condition
- Consideration to the reasonable adjustments e.g., staffing, transport, equipment and clothing

### **Reasonable adjustments** regarding safety and accessibility for the activity/visit might include:

- Careful timetabling/modifications to the itinerary
- Preparing the pupil prior to the visit
- Specialised transport
- Additional or targeted adult support
- Liaison with health professionals in the locality of the trip/visit
- Limiting distances to be walked
- Liaising with establishments regarding toilet facilities, ramps, quiet/withdrawal areas, etc.
- Providing staff with necessary training in disability and medical needs (e.g. manual handling, emergency medication administration) to support the pupil during the visit
- Preparation of materials prior to the visit in appropriate formats
- Provision of modified or specialist equipment

### What if participation for all pupils cannot be assured?

- The school/establishment needs to be able to demonstrate clearly why the disabled student cannot participate, or they may be acting unlawfully.
- Important factors will include:
- All reasonable measures have been considered/taken to support the disabled pupil's participation in the event
- The safety of all persons involved in the educational visit



- There is no alternative activity that would meet the requirements of the educational visit as well as enabling all pupils to participate
- Disabled pupils who are disadvantaged, because their needs prevent participation in an event, have been fully consulted as well as his or her parents/ carers and all reasonable steps have been explored.
- The visit must take place because otherwise other members of the group would be disadvantaged
- Alternative activities have been discussed and offered to those young people who are unable to participate in the visit/trip
- There is a material and substantial reason to justify a pupil with a disability not participating in a particular educational visit
- There is no blanket ban on a pupil with a disability participating in activities

All of the above should have been considered before any arrangements are finalised, bookings/deposits paid and letters sent to parents.

### References

Disability Discrimination Act (2005)

Equality Act (2010)

Special Educational Needs Code of Practice (2002)

Equality Act 2010: Advice for school leaders, Department for Education

Educational Visits for children with physical and medical conditions, Specialist Teaching Team, York

## APPENDIX NINE - CHECKLIST FOR INCLUDING A CHILD WITH A PNI ON AN EDUCATIONAL VISIT

Question/Issue to consider	Tips	Your notes
<b>What are the pupil's main additional needs?</b>		
<b>Does the child have a Health Care Plan?</b>	Consider administering and storage of medicines, and emergency procedures	
<b>Name of staff responsible for co-ordinating support during visit</b>	Include contingency	
<b>Name/s of support staff involved in personal care</b>	Include contingency	
<b>Transport</b>	Consider accessible transport Additional expenses Roles for handling of equipment, emergency procedures, contingency plans in care of vehicle breakdown	
<b>Venue</b>	<ul style="list-style-type: none"> <li>• Parking facilities</li> <li>• Paths/walkways: are they suitable for visitors with mobility problems?</li> <li>• Entrance and corridors</li> <li>• Toilet/changing facilities</li> <li>• Specialist handling equipment needed?</li> <li>• Dining facilities/special diets/specialist equipment</li> <li>• Evacuation procedures – understood by all?</li> <li>• Check for safety issues such as vehicular access, pathways, kerbs, changes of level, etc.</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Venue staff aware of additional needs?</li> <li>• Brief pupils and parents/carers regarding expectations</li> <li>• Named staff are confident in handling pupil during activity and that pupil is happy to be supported in this way</li> <li>• Contingency plans if planned activity does not work out</li> <li>• Appropriate clothing for wheelchair users</li> <li>• Recreational facilities: space, flooring, circulation space, seating, table height, heating, inclusive activities.</li> </ul>	
<b>Residential Accommodation</b>	<ul style="list-style-type: none"> <li>• Sleeping accommodation:</li> <li>• (is it accessible, secure and adjacent to other pupil accommodation? Will it store all personal requisites, mattress protector, bed safety rail, raised bed, etc?)</li> <li>• Support Staff accommodation:</li> <li>• Can contact be made with the visit leader?</li> </ul>	
<b>Evacuation routine</b>	Are routines understood by staff and pupils?	

