

## St. Peter's Catholic Primary School, Winchester



## Off-site Visits Policy and Procedure

**“I have come that they may have life,  
and have it to the full.”**      John 10:10

## Introduction

Trips, visits and learning off-site comprise an essential part of the school curriculum at St Peter's Catholic Primary School. Successful trips provide memorable learning experiences and enhance the children's education in ways that are not possible in the classroom. The school is committed to providing off-site visits as a positive tool to develop pupils' independent, investigative learning, and to build their experience of the local and wider world.

The school's policy and procedures are formulated in conjunction with the **advice, guidance and training** provided by the Hampshire Outdoor Education, PE and DofE Service and their documentation and guidance along with national guidance from Outdoor Education Advisers Panel.

Within school, responsibility for off-site visits rests with the Governing Body, Head teacher and the Off-site Visits Coordinator (EVC), however all school employees have a responsibility to:

- take reasonable care of their own and others' health and safety
- co-operate with their employer
- carry out activities in accordance with training and instruction
- inform the employer of any serious risk

This policy been produced to offer school staff advice and support in the planning and organising of all off-site activities in order to ensure the health and safety of pupils.

## Definition

For the purposes of this policy, an 'off-site visit' means any educational, cultural or sporting activity that requires the pupils to leave the school premises having been authorised to do so by the Head teacher. This includes the following:

- Visits to places of interest in the local area
- Day visits to museums, galleries and places of educational interest
- Sporting activities including swimming sessions
- Outward bound and adventurous activities
- Residential visits
- Visits to develop and foster community links

## Aims and expectations

Most classes in the school will have at least one off-site visit each term, although there may be fewer in EYFS. These trips are planned to support and broaden the children's understanding of the current topic. Class teachers may arrange additional visits throughout the year following authorisation from senior leaders, providing the costs for the school year are not excessive. In addition to this, there will be additional trips arranged throughout the year, such as sports, citizenship or music trips. All activities are available to all children irrespective of needs, ethnicity, gender or religion.

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## Inclusion

This is an inclusive school and at all times we aim to ensure that all activities are available to all children irrespective of needs, ethnicity, gender or religion. Every reasonable step will be taken to ensure inclusion for all. However, if those reasonable steps cannot ensure the safety of the pupil concerned or that of others, then that may be the reason that certain pupils cannot participate in particular activities.

## The Educational Visits Coordinator

The school has appointed an Educational Visits Co-ordinator (EVC) whose role is to keep up to date with advice from the Outdoor Education, PE and DofE Service and to coordinate the planning and management of these activities. The current EVC is: Megan Hutchins.

All off-site activities must be approved by the EVC at least two weeks prior to the proposed date of the trip, unless the trip has been planned in response to an educational opportunity that has arisen, for example a last minute invitation to a significant event or rearranged sporting fixture. Where possible, dates for off-site visits will be set in the previous term.

It is the responsibility of the EVC to ensure that Governors are kept informed of the overall off-site visits policy and programme of visits. This includes giving feedback on specific events and activities. From time to time Governors will accompany an off-site visit as a means of monitoring this element of the curriculum.

## Risk assessments

Trip leaders must complete a full risk assessment prior to a trip, which must be approved by the school's EVC. The risk assessment will be shared with the EVC using the school's risk assessment template and then uploading it to Evolve. To support the process, existing risk assessments can be used, evaluated and updated, including generic risk assessments provided by the centre to be visited. However, staff leading trips must visit the venue prior to writing the risk assessment, even if the venue has been visited before.

The risk assessment must include details of any specific medical issues, additional support for individual children and details of adult helpers. It should also contain details of emergency arrangements. The risk assessment must be shared with all adults assisting on the trip.

Where pupils have individual behaviour plans and risk assessments in school, a separate individual risk assessment must be completed for the trip and uploaded on Evolve.

## Insurance

Off-site insurance details are available on request from the school office. Insurance details are sent out in synopsis form with residential and similar ventures.

## Parental consent

In accordance with the New Starter Consent form, most parents give blanket permission for their child to attend off-site activities in the locality of the school. As a result, permission is not requested from parents for individual off-site visits or sporting activities within the locality of the school. However, parents will always be informed about the trip or activity by email or letter. All the necessary details will be included in the letter, as well as any payments required.

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Permission will be specifically requested from parents for:

- Trips which are not in the immediate locality of the school
- Residential trips
- Adventure trips (e.g. outward bound) or a long journey
- Trips that take place outside of school hours

## Ratios

All trips should be individually risk assessed to ascertain the safe level of adult supervision required. Set out below are the minimum adult to pupil ratios that our school is committed to implement. These are to be adhered to unless there are exceptional circumstances and/or permission has been given by the Head teacher.

Activity	Qualification/staffing	Minimum ratios	Notes
Local visits – in the local area close to school	<ul style="list-style-type: none"> <li>• An experienced group leader</li> <li>• At least one leader who is an outdoor certified leader</li> <li>• Other responsible adults</li> <li>• A minimum of two leaders required unless exceptional circumstances are agreed</li> </ul>	Reception - 1:6 Key Stage 1 - 1:8 Key Stage 2 – maximum 1:20 (Small working groups of 6-12 remain the target).	A minimum of one qualified leader is needed for every group or class. They can then be supported by other qualified leaders or responsible adults.  Minimum ratios are not recommended ratios. Small working groups of 6-12 remain the target.
Day visits – more than 60 miles or one hour from base	<ul style="list-style-type: none"> <li>• An experienced group leader</li> <li>• At least one Outdoor Leader certificated leader recommended</li> <li>• Other qualified leader(s) (numbers as required)</li> <li>• Other responsible adult(s) in support</li> <li>• A minimum of two leaders required</li> </ul>	Reception - 1:6 Key Stage 1- 1:8 Key Stage 2 - 1 per activity or supervision group (maximum 1:12)	Leaders should reflect the gender of the group.  It is recommended that any off-site visit should include at least one certificated Outdoor Leader trained member of staff where possible.
Residential visit, UK	<ul style="list-style-type: none"> <li>• An experienced group leader (recommended)</li> <li>• At least one Outdoor Leader certificated leader recommended</li> <li>• Other qualified leader(s) (numbers as required)</li> <li>• Other responsible adult(s) in support</li> <li>• A minimum of two leaders required</li> <li>• Large or complex visits must have</li> </ul>	Reception - 1:6 Key Stage 1 - 1:8 Key Stage 2 - 1 per activity or supervision group (maximum 1:12)  These ratios do not include the centre/ residential base staff	As above, however it is recommended that the ratio of qualified leader to responsible adult support is low, at 1:1 or 1:2  It is strongly recommended that all residential visits should include at least one certificated Outdoor Leader amongst the supervisory staff group

	an experienced leader		Leaders should reflect the gender of the group
<p>Open country Working by water</p> <p>Away from a road or building in environments containing significant hazards (e.g. steep ground, canals, beaches)</p> <p>Working in 'remote' areas at distance from immediate support</p>	<ul style="list-style-type: none"> <li>• Qualified and experienced leaders, minimum Outdoor Leader Certificated</li> <li>• Other qualified leader(s)</li> <li>• Volunteers and other responsible adult(s)</li> </ul>	<p>Reception - 1:6</p> <p>Key Stage 1 - 1:8</p> <p>Key Stage 2 - 1 per activity or supervision group (maximum 1:12)</p>	<p>Overall group sizes above 20 are not recommended at any one location at the same time (supervision and sustainability issues).</p> <p>Similarly, large groups should not be moving together or in convoy.</p> <p>The number of Outdoor Leader certificated leaders will depend on the risk assessment.</p> <p>By water, each group must have someone Outdoor Leader/throw bag trained and competent.</p>

If a child with a Statement of Special Educational Needs or an Education Health Care Plan is participating in the trip, this pupil must have the same support that is ordinarily available to them during the school day.

### Residential trips

In the case of residential trips, a parents' information meeting will be held at least 5 months prior to the trip. This will provide all the relevant information, including the details of payment plans, which are always available on request. Special equipment/clothing will be listed as required; for example, for adventurous visits, additional or waterproof clothing may be necessary. Emergency telephone contacts must be obtained for all pupils participating in residential activities, along with relevant medical information and dietary requirements, on the parental consent form.

The school, where possible, will ensure that adults of each gender accompany the children on residential visits.

### Payments for trips

When planning off-site visits, teachers will always consider the cost implications for parents. Excessively expensive trips will be avoided wherever possible. All payment by parents for off-site visits is made in the form of a voluntary contribution. However, in the event that the school is unable to cover the costs of a planned visit, the trip might have to be cancelled. All payments are made online via the school's online payment system.

For residential off-site visits where the costs are likely to be higher, payment plans are available, to spread the cost.

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In certain cases, the school may be able to subsidise the cost of off-site visits. In these cases, parents need to contact the school office.

### **Behaviour on off-site visits**

The school's Behaviour Policy applies equally to children when they are being educated off-site. Indeed, being outside of the school, expectations are even higher as children are acting as ambassadors for our school. We expect our pupils to behave courteously to all members of the public that they meet. It is essential for their own safety that they listen carefully to their accompanying adults and act on any instructions given to them. It is also essential that all children actively participate in all aspects of the trip as trips are an integral part of the child's education. Children will always be reminded of the behaviour expectations before going off-site on their visit.

### **Trip Safety**

The school takes the safety of its pupils on off-site visits extremely seriously. All supervising adults must be made aware of the duty of care which is placed upon them. The school's Safeguarding and Behaviour Policy will be implemented during all off-site activities. The school will adhere to the following to ensure the safety of children on off-site visits:

- An adult of each gender to accompany mixed groups of pupils if possible.
- Adult helpers will be DBS checked.
- Newly Qualified Teachers to be accompanied by an experienced member of the teaching staff on their first visit.
- Supervising adults to include a member of staff with knowledge of basic First Aid, if possible.
- For EYFS trips, at least one first aider must accompany children
- Supervising adults must be informed of any special medical details relevant to any pupil.
- Children with medical needs will be placed in a group with a member of school staff or their own parent.
- First aid kits and any individual medicines, e.g., epi pens, must be taken on the trip.
- Any adult helpers must be fully briefed on itinerary, expectations and responsibilities prior to leaving school. They will be given in writing the names of children in their group, an itinerary, risk assessment and mobile numbers of members of staff.
- A copy of the bus list, groupings, risk assessment and adult contact numbers must be left with the school office prior to leaving school.
- Children will be briefed about the importance of staying with their partner/group/adult helper
- Adults must never travel alone with a child in their own vehicle.

### **Emergency procedures**

The trip leader must always complete the Emergency Arrangements section of the Risk Assessment Form prior to any off-site visit.

Guidance from the Hampshire County Council Outdoor Education, PE and DofE Service is used to prepare leader and base-contact checklists and contact details prior to any off-site visit. The Off-site Emergency Procedure and First Response Visit Emergency Telephone Record will be taken by the visit leader on a visit and used in the case of an Emergency (Appendix 4). The base copies of these documents will be kept with other details of the trip by the school office.

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In cases where a child or children need urgent medical attention, one staff member will accompany that child (or children) for treatment, while other staff members and adults remain with the rest of the group. School will be notified at all times, and they in turn will notify parents.

Hampshire County Council Children's Services Incident and Emergency 'Establishment Plan' has been used as the basis for all incident and emergency response. Any concerns or 'near-misses' will be discussed to consider changing strategies and will be reported to the Outdoor Education, PE and DoF Service where necessary or useful.

### **Other Relevant Policies and Documents**

Off-site visits and off-site visits are fully integrated into the ethos and culture of the school and all key policies are considered for their relevance and adaptations or agreements made as required, in particular:

- Learning policy
- Behaviour policy
- Safeguarding policy
- Health and Safety Policy
- Emergency/critical incident planning HCC
- Charging and Remissions policy

### **Contacts:**

Louise Buxton: Head teacher

Megan Hutchins: Off-site Visits Coordinator

### **Policy Monitoring and Review**

A copy of this policy is available to all staff and parents and is published on the school website. This policy is reviewed every three years or as required by the Governors' Health and Safety Committee.

## Appendix 1

### Procedures for planning and preparation for an off-site visit

The best practice to be adhered to in the arranging an off-site visit is set out below.

#### Prior to visit

1. Phase Leaders and/or class teachers as applicable, investigate and plan the trip, with the support of the office who can investigate costs and availability. This will be done as far in advance of the trip as reasonably possible, ideally in the term before the trip is to take place.

In planning off-site activity, teachers will:

- a. Consider the benefits of the activity and produce a clear set of objectives and expectations.
  - b. Plan staffing arrangements considering qualifications, ratios, first aid and individual support requirements.
  - c. Make an assessment of the risk of harm and its likelihood, followed by putting clear control measures in place so that risks can be satisfactorily managed.
  - d. Ensure that a pre-visit is undertaken by key staff as an essential part of reviewing the location and its ability to realise the benefits and be managed.
  - e. Ensure costs are reasonable.
  - f. Ensure there are no clashes in the school diary.
2. Visit organisers must complete step one of the risk assessment (Appendix 2) and then share proposals with EVC prior to the trip being confirmed and any bookings being made either verbally or via email.
  3. Once agreed with EVC, office staff will assist with making bookings, calculating a cost per pupil, inclusive of transport, insurance and online payment commission. This must be sufficient to cover the entire cost of the trip, including any charges for additional helpers.
  4. Once confirmed with the venue and transport providers, visit organisers must enter the dates for the trip into the school diary.
  5. Visit organiser will use the Evolve system to inform the EVC of full details of proposed trip. This must include the Off-site Visits Risk Assessment Form which can be found on the shared drive in 'Staff/11 Proformas/Trips/Risk Assessments' (Appendix 3). It should also include any individual risk assessments (Appendix 7) and details of adjustments made to ensure that the visit is inclusive (Appendix 8).
  6. EVC and Head teacher will review the arrangements for the visit and formally authorise the visit using the Evolve system.
  7. Phase Leaders will ensure that parents are informed in advance of dates for off-site visits in the termly curriculum overview. Visit organisers will ensure that further specific details are given in a separate letter giving a minimum of two weeks' notice (unless there are exceptional circumstances). This letter will also seek permission for the trip and request payment. The office will support with notification to parents.
  8. Where applicable, visit organisers will seek parental volunteers. Where there are more volunteers than spaces, parent helpers will be selected using a fair and transparent process.

9. If appropriate, payments will be made directly to the school office via the school payment system.

### Week before visit

1. Check names of volunteers and clearance info with office staff.
2. Visit organisers in KS2 ensure email sent to [admin@st-peters.hants.sch.uk](mailto:admin@st-peters.hants.sch.uk) to notify peripatetic music teachers of pupil absence due to trip. Office staff will ensure that music teachers are informed when they come into school.
3. In cases where school lunches are affected, kitchen staff must be informed via the school office.
4. Teachers to organise children into groups taking account of ratios and specific requirements (medical/behaviour needs). Children with medical requirements should be in a group with school staff or their own parent only.
5. Prepare visit packs.

Typically, a pack will include: -

#### **For Staff:**

- Risk assessment
- Asthma/allergy list (ensure its up to date)
- Register lists
- Itinerary for visit
- Resources for activities, e.g. paper, pencil, laminated sheets etc
- Map of area
- Adult's emergency contact sheet
- Group list
- Bus list
- Group leader will also need the **Off-site Emergency Procedures Checklist, First Response Visit Emergency Telephone Record** (Appendix 4) and **emergency contact numbers** for all children on the visit.

#### **For parents:**

- Risk assessment
- Procedure for Parents on School Trips form
- Itinerary for visit
- Resources for activities, e.g. paper, pencil, laminated sheets etc
- Map of area/instructions
- Adult emergency contact sheet
- Group list
- Bus list

### Day before visit gather:

1. Pupil medical boxes
2. Change of clothes, wipes, gloves, tissues, aprons
3. Fruit snack (EYFS, KS1)
4. Cameras
5. First aid bags
6. Sick bowls, tissues, disposal bags
7. Bus signs (if needed)
8. Parking money/cheques/payment
9. Throw ropes (if near open water)
10. Whistle

11. Record emergency contact details for staff attending trip using emergency contact form (Appendix 5).

### On the day of visit

Visit leader will:

- Brief staff – go through contents of pack. Identify medical needs. Set clear expectations regarding supervision, child protection and safeguarding. Share itinerary and risk assessment.
- Brief volunteers - go through contents of pack. Set clear expectations regarding supervision, child protection and safeguarding. Share itinerary and risk assessment. Ensure volunteers read and sign “Procedure for Parents on School Trips” form (Appendix 6).
- Collect emergency contact numbers for volunteers. Ensure all adults have a copy of emergency contact sheet and that a copy is left in the office.
- Confirm numbers attending trip. Inform adult volunteers of names of children (if any) who are absent on the day.
- Leave an accurate list of children and adults attending the visit with office staff. This must include details of who is travelling on which coach/bus if more than one is being used.

### On return to school

Leader will ensure that:

- All packs are collected from volunteer helpers and shredded.
- All medical and first aid equipment is returned to medical room and stored correctly.
- Office staff are informed if first aid bags need replenishing.
- Review and evaluate the visit using Evolve.



### RISK ASSESSMENT – STEP 1

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns),  
then complete the specific risk assessment form (Step 2) as needed.

	The activity is...	The participants ...	The activity leader ...	The environment is...	First aid and emergency support are...	Weather changes...
<b>1</b>	Within the everyday experiences of the individuals	Are very experienced with an appropriate level of understanding	Is very experienced in leading this activity and qualified at the appropriate level	A local, well known location – urban or rural with predictable hazards	Available at the activity site. Establishment staff have appropriate in-date qualifications	Will have no effect on the group
<b>2</b>	Outside the everyday experience of the individual but some tasks have familiar aspects	Are regularly exposed to the activity with an adequate level of understanding	Regularly participates in this type of activity but may have minimal qualifications and little leadership experience	Less well known – urban or rural with hazards that could change quickly	Available at the activity site. Establishment staff have minimal or lapsed first aid qualifications	Are appropriate to the activity. Any changes will have minimal effect but will not affect safety
<b>3</b>	Outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	Have some exposure to the activity with experience at a recreational level and some understanding	Has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity	Relatively unfamiliar – potentially complex urban or rural; in the UK, Europe or US; industrial or residential	Available at the activity site. Establishment staff have generic competence	Could lead to problems if the group is not adequately prepared with training and equipment
<b>4</b>	Outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC)	Have very occasional exposure to the activity with some experience at an introductory level and limited understanding	Has had very occasional experience to the activity as a leader, limited experience as a participant and has no qualifications	Within close proximity to water, cliffs, beaches, steep or high ground, or other novel hazardous topographical or environmental features	Not readily available at the activity site. Establishment staff have in-date First Aid qualifications (evidence will be required by EVC)	Could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped
<b>5</b>	Outside the experience of the individual with no training prior to the trip	Are absolute novices with no experience of the activity	Has no experience of the activity in a leadership capacity with some experience as a participant	Outside Europe or the US; wilderness, or an area classed as advanced by NGBs	Not readily available at the activity site. Establishment staff have no first aid qualifications	Could have serious repercussions for the group

**Add up the total of your answers – Highlight outcome**

<b>6 – 10 LOW RISK</b>	<b>11 – 19 MEDIUM RISK</b>	<b>20 – 25 HIGH RISK</b>	<b>25 – 30 UNACCEPTABLE RISK</b>
	Evidence will be required to show you have recognised the risk and made provision for control of risk	Further discussion with EVC is required. Changes will need to be made to lower the overall risk	Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk



**Site / Group / Activity Specific Risk Assessment and Risk Management Record**

Establishment:

Leader:

Location:

Other staff :

Group size:

Ratio:

Benefits (aims, objectives, intended outcomes...)

Who might be at risk? (Tick as appropriate)

Participants \_\_\_ Staff \_\_\_ Volunteer Adults \_\_\_ Others (specify) \_\_\_\_\_

Identifying the Hazards – Assessing the Risk	Control Measures – Reducing the Risk	Risk Rating Outcome (H/M/L)
Site and its environment • •	• •	
Group / special needs / accommodation / safeguarding • • • •	• • • •	
Down time • •	• •	
Leader and activity arrangements • •	• •	
Transport •	•	
First aid arrangements •	•	

<p>Other factors E.g. Medical needs, COVID Risk Management</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<p>Alternative plans (Plan 'B'/Plan 'C')</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<p>Emergency contacts – take the emergency action cards with you! Group details – ensure you have full details close to hand.</p> <p>Base contacts: 1) Name _____ No. _____</p> <p>2) Name _____ No. _____</p>	
<p>Ongoing risk management:</p> <p>1 Apply the control measures</p> <p>2 Monitor how effective they are</p> <p>3 Change, adapt, revise as required</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• monitor the weather</li> <li>• monitor water/river levels</li> <li>• monitor traffic on road</li> <li>• monitor conditions underfoot</li> <li>• monitor group and leaders response and motivation</li> <li>• monitor behaviour</li> <li>• assess group risk awareness in different environments</li> <li>• monitor the response of your supporting adults</li> </ul>	
<p>Completed: _____</p> <p>Signed: _____</p>	<p>Date _____</p> <p>Group leader _____</p> <p>Head of establishment or EVC _____</p>

This document is based upon the HSE 5 Steps to Risk Assessment:

- 1) Identify the hazards
- 2) Decide who might be harmed and how
- 3) Evaluate the risks and decide on precautions
- 4) Record your significant findings
- 5) Review your assessment and update if necessary

**Action to be taken by the group leader in the event of a serious accident/incident:**

- 1) Stay calm - assess the situation.
- 2) Protect the group from further injury or danger.
- 3) Render first aid or other service as appropriate.
- 4) Call rescue services (112 / 999) and/or police if required:
  - state the nature of the emergency
  - give your name, address/location and telephone number, followed by:
    - the location of the incident
    - the nature of the incident
    - the names of the individuals involved
    - the condition of those involved and where they are located.
- 5) Phone your base or base contact person (as soon as possible) with:
  - clear information about the situation
  - your location
  - your actions to date
  - your telephone number
  - a request to the receiver to alert your senior managers and/or the Children’s Services contact.

6) If it is not possible to reach your base/base contact person, telephone the emergency number::

- HCC:** Daytime: Outdoor Education, PE and DofE Service: 01962 876218  
24 hrs: Emergency Planning Team: 07623 960259
- PCC:** Daytime: City Contact Officer: 023 9284 1717  
24 hrs: Children’s Services Emergency Support Team: 07985 870667
- SCC:** Daytime: Children’s Services: 023 8083 3272  
24 hrs: Children’s Services out-of-hours service: 023 8083 3675
- WBC:** Daytime: Critical Incident Schools Liaison: 01635 519027  
Out of hours: Emergency out-of-hours switchboard: 01635 42161
- IOW:** First call: Local Education Officer  
Daytime/Out of Hours: Wightcare – 01983 821105

Outdoor Education, PE & DofE Service offers advice and guidance to any of the above during work hours on 01962 876218.

- 7) It is probable that both the leaders and young people will be in a state of shock, therefore:
  - remove remainder of the group to some 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 or ask for direct support from your base
  - calm and comfort the young people and arrange for their evacuation.
- 8) Do not make any statements to the press/media or allow anyone else to make statements other than expressions of sympathy.
- 9) Do not allow group members to text or telephone home or friends until contact has been made with your senior staff, the Press Office or Children’s Services senior mangers
- 10) Retain all equipment involved in an unaltered condition.
- 11) Do not allow anyone to see any group member without an independent witness being present. (No-one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.) Refer all press/media enquiries to the Media Centres: **HCC** 01962 847368 / **PCC**:023 9268 8073/ **SCC** 023 8083 2001 / **WBC** 01635 519125, or via the emergency contacts above.

**My base contacts are:**

Base contact (1) \_\_\_\_\_ Base contact (2) \_\_\_\_\_

Telephone \_\_\_\_\_ Telephone \_\_\_\_\_

## Off-site Emergency Procedures – BASE CONTACT

### Action to be taken by the base & base contact person in the event of a serious accident/incident, eg:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury
  - circumstances in which a group member might be at serious risk or have a serious illness
  - any situation in which the press or media are or might be involved.
- 1) Record the telephone number of the group leader and the group. Listen carefully and write down:
    - what happened
    - to whom
    - where
    - when
    - what has happened since the incident.
  - 2) Inform the head of your establishment or a senior member of staff of the relevant details as soon as possible.
  - 3) If agreed or as necessary, telephone the Children's Services emergency number as follows:

**HCC:** Daytime: Outdoor Education, PE and DofE Service: 01962 876218

24 hrs: Emergency Planning Team: 07623 960259

**PCC:** Daytime: City Contact Officer: 023 9284 1717

24 hrs: Children's Services Emergency Support Team: 07985 870667

**SCC:** Daytime: Children's Services: 023 8083 3272

24 hrs: Children's Services out-of-hours service: 023 8083 3675

**WBC:** Daytime: Critical Incident Schools Liaison: 01635 519027

Out of hours: Emergency out-of-hours switchboard: 01635 42161

**IOW:** First call: Local Education Officer

Daytime/Out of Hours: Wightcare – 01983 821105

Outdoor Education, PE & DofE Service offers advice and guidance to any of the above during work hours on 01962 876218.

- 4) Not only must the parents of any injured young person be notified as a priority, but arrangements should be made for all parents to be contacted regarding the safety of their particular child(ren) or young people.
- 5) If necessary, assistance should be given to transport parents to their injured child if he/she is hospitalised.
- 6) If necessary, an incident centre should be established as soon as possible. Each school/youth area should have a planned location for this eventuality.
- 7) Refer all press/media enquiries to the Media Centres: **HCC** 01962 847368 / **PCC**:023 9268 8073/ **SCC** 023 8083 2001 / **WBC** 01635 519125, or via the emergency contacts above.

### All base contacts must have by their telephone:

- lists of all group members (including adults) together with the addresses and telephone numbers of their next-of-kin
- complete details of the itinerary
- telephone numbers of senior staff from the establishments concerned
- telephone numbers of Children's Services/EPT contacts.

# First Response Visit Emergency Telephone Record

This document is designed to ensure that in an initial telephone discussion between a Visit or Assistant Leader in trouble and their designated Emergency Contact, both parties have the same document to look at and thereby ensure that all key factors are recorded. The document should be kept to hand by all those designated as an Emergency Base Contact and also carried by Visit Leaders and Assistant Leaders. Where young people are being supervised remotely for significant periods of time, they may also require this (or similar) document. Complete all cells.

<b>Name of Caller</b>	<b>Role of Caller</b> (Visit Leader? Assistant Leader? Helper?)
<b>Caller's telephone number</b>	<b>Time of this call</b> <b>Time of the incident</b>
<b>Name of Group</b> <b>Number and age of party</b>	<b>Other leaders at the scene</b>
<b>Present Location</b>	<b>Is the group staying put or moving to a new location?</b>
<b>Nature and time of the Incident or Emergency</b>	
<b>Names of any casualties and their injuries</b>	<b>Names of any party members sent to seek assistance</b>
<b>Is the rest of the party safe and likely to remain safe?</b>	
<b>Weather conditions including any threatening environmental factors</b>	
<b>Emergency Services required?</b> <b>Already alerted? At what time?</b>	
<b>Caller's proposed action plan</b>	



Procedure for Parents on school trips

Dear Parent

Thank you very much for giving your time and energy to help with this school day trip.

We would like to give you some reminders about basic procedures for trips, which we hope, will help your day to go smoothly. Any extra information will be given to you by the teacher before the trip begins.

- The Teacher in charge has carried out a risk assessment during their familiarisation visit and has set up the timetable for the day. Please refer to the teacher if there are any aspects of this about which you are unsure.
• Children will have been told about the amount, and which types of food and drink they can bring. The timetable for the day will show water and lunch breaks. Please keep to this – no extra snacks or treats. Some children have very particular dietary requirements and may feel left out.
• The teacher will inform you if any children have medical issues, of which you need to be aware. Please inform the teacher immediately if you are concerned about the health of the children in your care.
• During the day, you may be alone with your group ie: working in a specific area with a given time for re-grouping. You are responsible for all children in your care during this time.
• Children should go to the toilet in pairs with the adult waiting for them outside the toilet block.
• We expect the highest standards of behaviour from all of our children at all times. If there is a child who is behaving in a manner which may be dangerous to him/herself/others or is being disrespectful. Please seek support from the teacher immediately.
• No child is ever allowed to go off on their own.

Important note:

The welfare of the child or young person is paramount. No policy or procedure should hinder urgent action where it is required. A supervising adult should take the action they feel most appropriate in an emergency situation.

- Teachers will ensure that every volunteer accompanying the visit will know precisely what their role is and understand that they have a responsibility to ensure they carry out that role.
• Volunteers must understand that they have a responsibility to follow the instructions of the group leader.

The full LEA and School Policies are available from the office should you wish to look at them.

I understand the procedures for the trip as itemised above and agree to abide by them.

Parent/helper’s signature: .....

Please print name: .....

It would be impossible and inappropriate to lay hard and fast rules to cover all circumstances regarding parents helping with trips, these are general guidelines. The teacher will use his/her professional judgement in all circumstances.

In all circumstances, professional judgement of the teacher and reasonable judgements by accompanying adults will be exercised.

file:///R:/Office/Policies/Off-site visits policy and procedure.docx

Adopted: February 2021

Review date: February 2022

### Challenging Behaviour Specific Risk Assessment and Risk Management Record

Establishment:

Leader:

Date(s) of Visit:

Name of Young Person:

Visit to:

**Actions Completed Prior to the Visit:**

Date	Action	Notes
	<ul style="list-style-type: none"> <li>Pupil's view elicited in planning for visit</li> </ul>	
	<ul style="list-style-type: none"> <li>Parent/carer involved in decision-making and planning for visit</li> </ul>	
	<ul style="list-style-type: none"> <li>Specialist Services consulted (eg SENCO, Behaviour Support etc)</li> </ul>	
	<ul style="list-style-type: none"> <li>Other (Please describe)</li> </ul>	

It is expected that any child whose behaviour is challenging may already have an individual behaviour management plan which has been shared with all affected parties eg. Staff. This will already record many of the proactive and reactive strategies designed to reduce the level of risk presented by that child's challenging behaviour. If this information is known to accompanying staff, there is no need to repeat these below.

Use the table overleaf to record any *additional* measures specific to the visit to be implemented to reduce the risks during the visit and record the person responsible for implementing those measures.



Additional Measures: To Be Taken During Visit.



Locations and situations where challenging behaviour is likely to be shown. • Identify the triggers and or behaviour(s) likely to be challenging – assessing the risk	Control measures (Key Strategies) – reducing the risk	Staff Responsible for Implementing	Manageable / Unmanageable
Site / venue and its environment • •	• •	• •	
Group / third parties • •		• •	
Activities including downtime • •		• •	
Residential overnight and accommodation • •		• •	
Staffing arrangements (i.e. any additional training or staff required) • •		• •	
Travel and transport •		•	

Alternative plans should behaviour become unmanageable:

- 
- 

Completed: Date -----

Signed: Group leader -----

Head of establishment or EVC -----





**Reasonable Adjustments Record for Medical / Special Needs Inclusion**

1. List all the options/adjustments to enable inclusion. (All options should be documented even if not feasible).
2. Benefits and Detriments of each option.
3. Decision of feasibility.
4. Discuss decision with the Head Teacher who will make the final decision based on the evidence.

Situation/ Concerns / Medical issues:				
Option/Adjustments	Benefits of Option	Detriments of Option	Decision of Feasibility	Notes

**Outcome:**

Visit Leader Signature:

Date:

Head Teacher Signature:

Date:

