



Safeguarding and promoting the Health and Safety of pupils while they on activities outside the school

September 2015 – September 2017



Sidney Stringer Primary Academy is committed to safeguarding the welfare of children both in school and while they are on activities outside the school. The school will follow the guidance of the HSE (Health and Safety Executive) on conducting school trips.

It is the responsibility of all adults working with and supporting children to ensure that they are aware of child protection procedures and report all concerns in line with the school's code of practice.

This policy should be used in conjunction with the following:

- Safeguarding and promoting the welfare of pupils at the school.
- Health and safety procedures.
- Lost child procedures.
- Administration of medicines.

The principles underpinning this policy are:

- To ensure the welfare of the child is paramount at all times.
- To provide a framework where all activities outside the school are educational, enjoyable and safe.
- All children have the opportunity to take part in activities outside of school.

Rationale

At Sidney Stringer Primary Academy we are committed to offering a range of educational visits, of all kinds, which provide quality learning experiences, enrich the curriculum work and offer exciting opportunities for pupils. Well planned educational visits will provide our pupils with valuable life experiences which will enhance their learning. This in turn will enable them to achieve a wider understanding of both their own community and the world around them through first hand experiences.

Policy and procedures

Any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

Sidney Stringer Primary Academy adopts Coventry City Council's **Policy for the Management of Visits, Trips and Learning Outside the Classroom** (currently dated October 2011 and available via the EVOLVE homepage. EVOLVE is the web based notification, approval, monitoring and communication system, used by Coventry City Council, to which all staff have access.).

All staff are required to plan and execute visits in line with Coventry City Council's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at Sidney Stringer Primary Academy



Purpose

Outside activities will have clearly defined knowledge and skills objectives and will fully support the school curriculum. Teachers will always ensure that any outside activities are purposeful.

Approval for Visits

Coventry City Council uses an online system for notification and approval called EVOLVE. A key feature of this system is that visits and LOTC activities requiring Local Authority approval are automatically brought to the attention of the Local Authority.

The approval process is as follows for each type of visit:

1. Local area visits will follow the same process as all visits within the UK and put on EVOLVE and approved internally by the Headteacher.
2. Visits within the UK excluding adventure activities – these are put on EVOLVE and approved internally by the Head Teacher. Visits should be submitted to the EVC via EVOLVE at least 14 days in advance.
3. Visits involving adventure activities must be put on EVOLVE and submitted to the EVC at least 60 days in advance. The school is required to submit these for Local Authority Approval 28 days in advance. Visit leaders must check if an activity provider holds either an AALA licence (http://www.aals.org.uk/aals/provider_search.php) or an LOTC quality badge (<http://www.lotcqualitybadge.org.uk/search>).

If they don't then they must complete a Provider Questionnaire (National Guidance document 8p)

4. Visits Abroad require detailed planning to commence well in advance and the head must be kept up to date with progress. Checks must be made on any third party providers and permission from the head teacher to use them be obtained before any deposits are paid. Third party providers who hold the LOTC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire (National Guidance document 8p), which visit leaders should scrutinise. Governors will be consulted on visits abroad at the planning stage.
 1. The head will need to submit final plans to the Local Authority 28 days before the departure date.

Responsibilities

As employer, the Governing Body is responsible for the actions of its employees whilst acting in the course of their employment. By association, this includes the safety and well-being of employees, young people in its care and volunteers assisting in the delivery of educational visits.

The local authority guidance sets out the responsibilities of the Governors, Head and EVC. It is also the responsibility of the EVC to ensure that Governors and staff are advised of their responsibilities within the guidance.

Compliance with the guidance is, however, a line management responsibility. It is the responsibility of the staff planning the trip to consider all aspects of student safeguarding and welfare.



Head Teacher:

The Head teacher shall designate a member of staff to act as the Educational Visits Co-ordinator (EVC). The Head teacher has responsibility for monitoring and final approval of all visits.

Educational Visits Co-ordinator:

The EVC will ensure that visits comply with regulations and guidelines provided by the LA or governing body and the school's own health and safety policy. The Headteacher will ensure that the group leader is competent to monitor the risks throughout the visit. The EVC will check final visit plans on EVOLVE before submitting them to the head.

EVC will ensure that:

- Adequate child protection procedures are in place;
- All necessary actions have been completed before the visit begins;
- The risk assessment has been completed and appropriate safety measures are in place;
- Training needs have been assessed by a competent person and the needs of the staff and pupils have been considered;
- The group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- The group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place
- Group leaders are allowed sufficient time to organise visits properly;
- Non-teacher supervisors on the visit are appropriate people to supervise children.
- The ratio of supervisors to pupils is appropriate.
- The LA or governing body has approved the visit, if appropriate;
- Parents/carers have signed consent forms;
- Arrangements have been made for the medical needs and special educational needs of all the pupils;
- Adequate first-aid provision will be available;
- The mode of travel is appropriate;
- They have the address and phone number of the visit's venue and have a contact name
- The group leader, group supervisors and nominated school contact have a copy of the agreed emergency procedures;
- A list has been compiled of the names of all the adults and pupils traveling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin;

Visit Leader: are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process.

A member of staff leading a visit will need to have their 'competence to lead' assessed before approval for the visit is given. One teacher, the visit leader, will have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The visit leader should:

- Obtain the EVC's prior agreement before any off-site visit takes place;
- Follow school policy



- Clearly define each group supervisor's role and ensure all tasks have been assigned;
- Be able to control and lead pupils of the relevant age range;
- Ensure that adequate first-aid provision will be available;
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- Undertake and complete a comprehensive risk assessment
- Review regularly undertaken visits/activities and advise the EVC where adjustments may be necessary;
- Ensure that teachers and other supervisors are fully aware of what the proposed visit involves;
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- Ensure the ratio of supervisors to pupils is appropriate for the needs of the group;
- Consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- Ensure that group supervisors have details of the school contact;
- Ensure that group supervisors and the school contact have a copy of the emergency procedures;

Teachers/Teaching Assistants:

Staff must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They will ensure that pupils are supervised throughout the visit.

They should:

- Follow the instructions of the visit leader and help with control and discipline;
- Consider stopping the visit or the activity, notifying the group leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable

Adult Volunteers:

Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit. They will be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They will be given a written list of the pupils in their immediate care and have a copy of the completed risk assessment for the visit.

Non-teacher adults acting as supervisors must:

- Do their best to ensure the health and safety of everyone in the group;
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- Follow the instructions of the group leader and teacher supervisors and help with control and discipline.

Staff Competence



We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

Planning Visits

The Visit Leaders job list

The visit leader will ensure all the following steps are completed for any type 2 or 3 visit:

- Gain outline approval from the head to begin planning the visit and agree funding mechanism / charging policy.
- Ensure the visit:
 - has clear learning outcomes
 - has activities appropriate to the group
 - is planned to maximise benefits to the children while managing significant risks
 - is appropriately staffed
 - complies with the school's safeguarding policy
- Involve children in the planning of the visit, and how it will be managed, wherever possible.
- Ensure the LA procedures are followed and that the visit plan is recorded on EVOLVE.
- Ensure all other staff, accompanying adults and children are:
 - fully briefed about their roles and responsibilities during the visit
 - know what to do in the event of an emergency
 - are given information they need about individual pupil needs.

Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.

- Ensure the base contact back at school is fully briefed and has copies of all relevant information.



Risk Assessment

In practice, risk assessments, which employers are legally required to do are usually carried out by the group leader. An assessment should be completed well before the visit, and should be approved by the Headteacher. A risk assessment is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable.

Pupils must not be placed in situations which expose them to unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

In considering risk, there are 3 levels of which group leaders should be mindful:

- Generic risk – normal risks attached to any activity out of school;
- Event specific risk – any significant hazard / risk relating to the specific activity;
- Ongoing risk – the monitoring of risks throughout the actual visit as circumstances change.

The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

The person carrying out the risk assessment should record it and give copies to all teachers / supervisors on the visit, with details of the measures they should take to avoid or reduce the risks.

Exploratory Visit

An exploratory visit should be made by any teacher who is to instruct or lead a group in an outdoor activity such as trekking in a location that is unfamiliar to them. In other cases a group leader should undertake the exploratory visit.

Financial Planning

The group leader should ensure that parents/cares have early written information about the costs of the visit, how much each parent will be charged or asked to contribute. Parents/carers should be given enough time to prepare financially for the visit. When children are attending residential visits, parents/carers will be asked to pay a proportion of the total cost as a deposit. Parents/cares in receipt of income support will be entitled to a reduction in the total cost of the visit. If a child is unable to attend the trip due to ill health, a full refund will be given (with the exception for a residential trip).



First Aid

On any kind of visit the group leader should have a good working knowledge of first aid and ensure that an adequate first aid box is taken. All adults in the group should know how to contact the emergency services. In the Early Years Foundation Stage (EYFS) it is essential that at least one member of staff on the trip has undertaken paediatric first aid training.

The minimum provision should be:

- A suitably stocked first aid box
- A person appointed in charge of first aid arrangements
- All vehicles used on the visit should carry a first aid box

Those children who suffer from asthma, should be reminded to take their inhalers with them on the trip. Consent forms should also be taken by the group leader to ensure that they have all emergency contact information with them. Staff will take the school mobile with them on the trip so that contact can be maintained with the school and emergency services at all times.

Staff will only administer medicine in accordance with the school policy and also providing the parents have signed a form giving the member of staff authorisation to do so.

Transport

Transport arrangements should be included in the risk assessment. The EVC should satisfy themselves that all travel arrangements, including the hire of private coaches/minibuses, are suitable for the nature of the visit. They must be hired from a reputable company. The driver is responsible for the vehicle throughout the visit. All coaches or minibuses must be fitted with seat belts and each child should wear one for the duration of the visit.

For all journeys, the school will always ensure that vehicles with seatbelts are used. For journeys within the city centre, e.g. swimming where buses are used which do not have seat belts, staff will ensure that pupils sit downstairs (where possible), always sit two to a seat, and never use the two front row seats upstairs or the middle seat on the back row upstairs or downstairs.

If a minibus is hired / borrowed, the driver must have passed the LBWF test for the driving of vehicles. If pupils are to travel by car, the driver must complete form EV6.

Use of staff cars to transport pupils - Staff cars may only be used to transport pupils when the driver has business insurance and a clean driving licence (a record of both of these being checked will be kept by the EVC). Any use of private vehicles will be subject to a specific risk assessment.



Ratios

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- Sex, age and ability of group;
- Pupils with special educational or medical needs;
- Nature of activities;
- Experience of adults in off-site supervision;
- Duration and nature of the journey;
- Type of any accommodation;
- Competence of staff, both general and on specific activities;
- Requirements of the organisation/location to be visited;
- Competence and behaviour of pupils;
- First aid cover.

Category A & B Visits Reception and Year One 1:8

Category A & B Visits Years 2 – 6 1:10

Category C Visits Reception – Y6 1:10

Category A & B visits consist of journeys for which the element of risk is similar to that normally encountered in daily life e.g. visits to historic sites, fieldwork, local walks, cinema, theatre.

Category C visits involve either a residential element / hazardous activities. “In City” journeys (Category A) ratios can be increased when the journey is to the local leisure centre for swimming / sports fixtures (1:20)

Insurance

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Additional arrangements may be necessary to obtain insurance cover for activities of a potentially hazardous nature.

Inclusion

All children will be included on trips and educational visits regardless of their special needs, race, religion, culture, gender and gender orientation. Within the risk assessment the school will identify children with disabilities, special educational or medical needs, and address how their needs will be catered for. All educational visits must have specific stated objectives that are appropriate for the participating pupils

Head Counts



Whatever the length and nature of the visit, regular head counting of pupils should take place by the teacher / supervisor of each group of children within the class. Staff should allocate groups of children to supervisors throughout the duration of the visit. Pupils should not wear name badges but instead should either wear a badge or label to indicate the name of their school. At visits to the partnership centre or other centers when only Stockton children will be present, children may wear name badge to support the staff at the centre in their role.

Accommodation

When selecting accommodation the following guidelines must be followed:

- The group should have adjoining rooms, with staff quarters adjacent to pupils;
- The accommodation area should be as discreet to the group as possible.

Communicating with parents/carers

Parents/carers should be informed in writing of any offsite visit. For regular trips and activities within the local area parents will be asked to fill out a consent form as part of the admission induction into school. Parents/carers should be asked for written consent and medical consent including the pupil receiving emergency treatment such as an injection/anesthetic/blood transfusion. Children should not be taken on a visit unless parent consent has been obtained. Parents/carers consent should also be obtained when transporting pupils in the private vehicle of a non-teacher or adult. Before residential visits, parents should be encouraged to attend a briefing meeting.

Parents/carers should be made aware of any likely risks of the visit and their management so they may consent or refuse permission on a fully informed basis. The letter to parents should give information as to the purpose of the visit, the full details of the visit, supervision arrangements and the transport arrangements.

The reply slip should read:

I give permission for my child.....to take part in I have read and understand the information about the visit. I enclose my voluntary contribution.

Water and Farm Visits

Where pupils may participate in learning activities near or in water (ponds, streams, walking by a stream, playing on a beach) staff should familiarize themselves with water safety guidance. The school recognises the potential hazards faced during visits to farms. The risks to be assessed will arise from the misuse of farm machinery and the hazards associated with e-coli food poisoning and other infections.



Briefing of pupils before the visit

At a final briefing meeting before the visit or activity, young people should be reminded of the following:

- Objectives and outcomes of the activity/visit;
- Updated background information on the venue/location/terrain;
- The reasons why rules should be followed;
- Potential risk factors and dangers associated with activities, and how to behave so as to minimise those risks, and therefore the reasons why safety precautions are in place;
- The standards of behaviour expected, and the consequences of behaving irresponsibly;
- The roles and responsibilities of the accompanying adults;
- Groupings;
- What to take, and what not to take, on the activity/visit;
- What to do in an emergency;
- What to do if approached by someone from outside the party;
- Recall and rendezvous procedures;
- What to do if separated from the group.

Emergency Procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 1). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance will be sought from the local authority.

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation. The party leader should take charge in an emergency:

- Assess the situation as quickly as possible
- Safeguard the unaffected
- Attend to casualties
- Inform the appropriate emergency services
- Not admit liability
- Make notes to inform a full report later
- Inform those who need to know



- Arrange for an adult to remain at the scene to assist with information
- Restrict pupil access to telephones until the situation has been fully assessed

After the Visit

After each visit a proper debrief should take place, the purpose of which is to identify what went well and what could be improved in order to inform future planning. The evaluation should be completed within 5 working days of the visit and logged on the Evolve system.

Appendix 1

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager.
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
4. Both the visit leader(s) and the base contact know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability; involves serious injury or fatality or where it is likely to attract media attention.
5. The National Guidance role specific emergency action cards are carried by:
 - a. The visit leader
 - b. The first point of contact (eg the office receptionist)
 - c. The designated base contact senior manager
6. This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders