



# Off-site Visits Policy

---

November 2017

Approved by GB: November 2017

Next review due: November 2019

## The Power of Learning Outside of the Classroom

---

Pupils are provided with a multitude of experiences at Churchfields Junior School to deepen learning, help contextualise the curriculum and provide challenge and inspiration for all.

We appreciate the immense value of visits and first-hand experiences that bring work alive. Learning outside the classroom is not an addition to the curriculum but is integral to it and a regular part of teaching and learning. We are committed to ensuring that educational visits take place regularly and build these into our programmes of work. As an essential part of learning, every pupil enjoys frequent, continuous and progressive learning outside the classroom experiences. The school curriculum is seen as the entire planned learning experience. It includes classroom lessons, as well as special events, inter and intra school activities, visitors and trips that take place out of the classroom and beyond the school.

Taking pupils off the school site obviously brings additional risks so it is vital that each visit is planned and prepared fully. The purpose of this policy is to set out clearly the procedures to be followed when organising a visit.

This policy has been written in accordance with Redbridge LA guidance (Guidance for Off-Site Visits and Related Activities with National Guidance & EVOLVE July 2016) and has full agreement of the Governing Body.

The LA and CJS adopts the Outdoor Education Advisers' Panel 'National Guidance' (NG): [www.oeapng.info](http://www.oeapng.info)

The 'starting point' for this document echoes National Guidance, in that the key to effective and successful outdoor learning and off-site visits is: **the right leaders doing the right activities with the right young people in the right places at the right times.**

This guidance document, plus all forms and other resources can be downloaded from EVOLVE: <http://www.redbridgevisits.org.uk/> or [www.evolve.online](http://www.evolve.online)

All staff, including support staff, are fully aware of their role in its implementation. Staff has access to the Policy via the school's server via the Teacher's Drive. It is also available on the school's website for the wider school community.

## Types of Educational Visits

---

All off-site visits **MUST** be approved by the Head Teacher and the Educational Visits Coordinator (EVC see page 3). Refer to the flow diagram (**appendix 1**), to ascertain if LA approval is also required (i.e. for residential, adventurous or water activities). The EVOLVE system automatically directs the flow for approval. EVOLVE is an on-line system using both national and by Redbridge LA to plan, process, monitor and evaluate off-site visits.

There are two types of educational visits.

### Category A Activities:

- Journeys involving an overnight stay.
- Day visits abroad.
- Day visits involving activities or fieldwork in a coastal or mountainous environment or near water, a river, canal, lake or reservoir.
- Day visits to activity centres.
- Any activities including swimming with the exception of swimming lessons in public lifeguarded pools.

### Category B Activities:

- Local surveys and fieldwork.
- Visits to local libraries, theatres, museums, exhibitions, religious institutions etc.
- Sports or recreational events as participants or spectators.

### For any off-site activity the following procedures need to be adhered to:

- 1) Details of **all off-site visits** are entered by the Visit Leader on to EVOLVE on ([https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=redbridgevisits.org.uk](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=redbridgevisits.org.uk)) to gain approval from Head Teacher and EVC.

The Events Specific Notes (risk assessment) (**Appendix 2**) must be completed and uploaded on to EVOLVE at least 2 weeks before the visit is scheduled to take place and in the instance where LA approval is needed, 4 weeks before. If it is a regular trip (e.g. to the library) a generic risk assessment can be used and personalised to the class.

- 2) Preliminary visit and information gathering.  
Visit Leaders are responsible for booking tube travel tickets at least 28 days in advance. Bookings cannot be made less than 21 days in advance, using the link: <https://schoolparty.tfl.gov.uk>

#### Redacted for website upload

(Highlight, copy and paste username and password rather than typing).

- 4) The Educational visits checklist (**appendix 3**) to be completed and uploaded on to EVOLVE. It is important that all logistical matters are thoroughly thought through.
- 5) Letter to parents sent to SLT for approval and then uploaded on EVOLVE. SLT arrange for letter to be emailed to parents and added to the school website. Staff keep their own checklist kept of returned parental permission slips.
- 6) Trip preparation with staff, adult helpers and pupils.

#### Parent volunteers and non-school based adults accompanying a visit:

It is vital when arranging parent volunteers to give them as much notice as possible. It may be worthwhile to stress the importance of them helping in order for the trip to go ahead, to ensure the supervision ratios are fulfilled. Extra parent helpers are advised to lower the pupil to adult ratio and in case a parent is not available at the last minute. Parents are the responsibility of the Visit Leader and should be supervised when with children. Participation by helpers is at the discretion of the Head Teacher.

Notes should be provided for helpers explaining the outline of the visit, what they need to do to help the pupils get the most out of the visit and the safety procedures. These notes should be discussed at the briefing prior to the trip leaving. Volunteers should be aware of which member of staff is the Visit Leader and always assist under the general supervision of a teacher. It is a nice touch for a thank you note to be sent after the visit.

- 7) Evaluation.  
Taking pupils on any form of trip can present difficulties. An ill planned trip can result in physical injury to party members as well as 'injury' to the school's image. Remember that when parents are accompanying you, your planning, control and execution of the school's procedures are under scrutiny. It is vital for your own protection that procedures are followed and that difficulties are fed back to the year team leader or Deputy / Assistant Head Teachers as soon as possible after the trip. This will also enable us to evaluate potential future risks.

## Responsibilities

---

There are different roles that staff must be aware of regarding educational visits. They are outlined as follows:

#### Head Teacher (Mrs Rebecca Emeny):

To ensure the proper management of all educational visits in accordance with the school policy and LA guidelines.

#### Educational Visits Co-ordinator (EVC) (Mr James Easter):

To help fulfil its health and safety obligations for visits, an EVC must be appointed for all schools in England. The EVC acts on behalf of the Head Teacher and must attend training to remain up-to-date with legislation and guidance.

Functions of the EVC are to:

- Be the principal contact with the LA over visits planned by the school.
- Be involved in the planning & management of educational visits including adventure activities led by school staff.
- Ensure that an appropriate policy is in place for educational visits and that this is updated as necessary.

- Keep appropriate records of educational visits and to make these available to the LA to ensure that educational visits meet the LA's requirements including those of risk assessment.
- Assign competent people to lead or supervise visits.
- Assess the competence of leaders and other adults proposed for a visit.
- Organise the training of leaders and other adult's goings on a visit. This will commonly involve training such as first aid, hazard awareness etc...
- Work with a Visit Leader to obtain the consent of parents and to provide full details of the visit beforehand so that parents are fully informed.
- Organise the emergency arrangements and ensure that there is an emergency contact.
- Keep records of individual visits, including reports of accidents and 'near misses'.
- Review systems and monitor practice.

**The EVC must assess the competence of a member of staff wishing to lead a visit. The following will be considered with this assessment:**

- What are the leader's reasons for undertaking this visit?
- Is the leader an employee of the LA?
- Has the leader a sense of responsibility, extending beyond the teaching of the National Curriculum to concern for the pupil's well-being?
- Does the leader possess the necessary organising ability?
- Is the leader competent in risk assessment procedures?
- What experience does the leader have of the pupils he/she intends to lead?
- What experience does the leader have in leading activities?
- What experience does the leader have with the environment involved?

The EVC has the right to appoint an alternative leader if the planned leader is assessed as being incompetent to lead a visit.

Refer to NG: *Educational Visits Coordinator*

#### **Visit Leader:**

Ensures the educational visit is planned in accordance with the school's policy and will be the designated teacher in charge during the visit. Informs Mrs Burke and the school office about changes to lunch arrangements and request in advance any packed lunches for FSM children if required.

#### **Staff accompanying a visit:**

To work closely with and under the supervision of the Visit Leader before and during the visit. If an LSA is needed for a small proportion of SEN pupils who need 1 to 1 support then the Assistant Head Teacher must be consulted. Staff assigned to support on a 1 to 1 basis should not be included in the overall staffing ratio and their responsibility should not include the wider group.

#### **Parent volunteers and non-school based adults accompanying a visit:**

It is vital when arranging parent volunteers to give them as much notice as possible. It may be worthwhile to stress the importance of them helping in order for the trip to go ahead, to ensure the supervision ratios are fulfilled. Extra parent helpers are advised to lower the pupil to adult ratio and in case a parent is not available at the last minute. Parents are the responsibility of the Visit Leader and should be supervised when with children. (See page 4 effective level of supervision).

Participation by helpers is at the discretion of the Head Teacher.

Notes should be provided for helpers explaining the outline of the visit, what they need to do to help the pupils get the most out of the visit and the safety procedures. These notes should be discussed at the briefing prior to the trip leaving. Volunteers should be aware of which member of staff is the Visit Leader and always assist under the general supervision of a teacher. It is a nice touch for a thank you note to be sent after the visit.

## **Category B – day visits in the UK**

### **Preliminary visit**

The Visit Leader needs to make a preliminary visit, unless the Head Teacher has deemed that the site is known by the Visit Leader. There are two reasons for this. Firstly to determine the programme and activities for the day and to become familiar with the site with regard to toilets, places for lunch etc... Secondly the preliminary visit should be used to carry out a risk assessment. The extent of planning required is related to the complexity of the visit.

## Event Specific Notes (risk assessment)

---

Some of the common risks are outlined here but each visit may possibly present its own risk. Risks are expected to be reduced to an acceptable level and not necessarily eliminated. Visit planning includes consideration of the question 'What are the really important things that we need to do to keep us safe?' It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the visit leader in the context of the event. Significant issues should be recorded on EVOLVE using the attachment Event Specific Note.

The common issues to consider are:

1. Is the adult to child ratio adequate? This can depend on the place being visited or the nature of the visit. It is always better to err on the side of caution and if in doubt consult the Head Teacher/EVC.
2. Are there any behaviour, medical or SEN issues regarding the pupils being taken on the trip? It may be necessary to inform the venue or take additional adults. If a child has a physical disability then access issues must be explored and you may need to contact parents separately.
3. Are there any dangers on the roads? If pupils are walking anywhere, routes need planning with care and roads crossed at the safest point, usually at a crossing. Pupils should walk two abreast with an adult at the front, the rear and if possible in the middle.
4. On transport all seats must have safety harness or equivalent. Staff must ensure that they check, and assistance given where needed, that belts are fastened before any departures. If public transport is being used, pupils where possible, must remain seated and within eye of their Visit Leader.
5. Is there a risk at the venue? There are many considerations such as how the pupils will be supervised or is the venue open to the public. Pupils may be working with equipment that poses a threat and some venues such as a visit to a farm or a theme park will pose their own risks.
6. Where will lunch be eaten and where are the toilets? Lunch needs to be eaten in a safe place. Pupils should always ask an adult if they need to go to the toilet and report back on their return. Ideally, an adult should accompany them and wait outside the toilet door. Where public facilities are being used, pupils must not be allowed to use a toilet alone. It is advisable for an adult of the same sex to escort a group of pupils to the toilet at one time with the adult ensuring that they keep the group together.
7. What steps should be taken to ensure pupils do not get lost? Frequent head counts should take place throughout the visit, particularly on arrivals, departures, on boarding and after leaving transport. Pupils should know what to do in the unlikely event of being separated from the party. They should be told of a meeting place in the case of older pupils or they should approach a police officer, member of staff at the place being visited or a transport worker in a uniform who can take the appropriate action. The pupils must be counted before setting off and counting must be on-going at regular intervals throughout the trip. No transport must ever depart without two members of staff independently counting and agreeing that all pupils are accounted for.
8. Does the weather pose a risk? Depending on the time of year the weather could create different risks. If it is hot and the pupils are outside then they should be told to bring a hat and sunscreen. If it is cold then they should wear warm clothes. Icy or very wet conditions could be a risk especially if pupils are walking.

## Effective level of supervision

---

Appropriate supervision must take place at all times during visits. The ratio may vary depending on the circumstances of the place being visited, pupils in the class, experience of staff etc... Professional judgement must be used when deciding the appropriate level and suitability of staffing for the visit. The DfE guidance is for 2 adults (of whom one must be a staff member) for 30 or fewer pupils, with one additional adult for each additional 20 pupils. At Churchfields we always try to provide, using parent helpers 1 adult for 6 children for day trips. The Visit Leader on the trip is responsible for the supervision of parents. Teachers are expected to use professional judgment and assess risk. So when visiting an indoor museum 2 parents and 2 groups of children may be in 1 room and 1 parent and 1 teacher with 2 groups of children in another would be considered as reasonable supervision and safeguarding. Allowing a lone parent to go into the toilets with children would be considered a risk. Parents should have written instructions about timings, groups, contact numbers and code of conduct (at the back of the policy). There are not rigid rules to follow but teachers have to exercise professional judgment. **The Head Teacher must be sure that all adults involved are competent and able to perform their role effectively.**

## Number of classes

---

To ensure that we meet the requirements of our health and safety risk assessments, only a maximum of 2 classes at a time should be out of school at the same venue. For some trips the SLT may require classes to go separately depending on staffing and children's needs. Only in very exceptional circumstances, with permission from SLT and following risk assessments will we an entire year group be allowed to be at the same venue together.

## Insurance

---

All educational visits are covered with an insurance policy that covers accidents, injury, loss and damage to property every time pupils and staff leave the school site. This cover will only be valid if the educational visit is planned in accordance with the school's policy and approved by the EVC.

Helpers are insured for Third Party Liability (NB Personal Accident and loss of personal possessions are not covered).

## Behaviour

---

As a school activity, behaviour and conduct should be within normal school rules and expectations. Dress should be school uniform. Staff must ensure that all participants are told and understand what is expected of them.

## Emergency or a delay in return

---

Should a problem arise or there is a delay in the planned return, please phone the school. The Visit Leader should carry a copy of the EV7 Emergency Card (appendix 4). The school must be contacted immediately, or in the case of out of hours, the designated person. DO NOT contact the parent first. All children must be returned to school unless arrangements are made in advance and authorised by SLT.

## First Aid

---

The Visit Leader must ensure that adequate first aid arrangements are in place dependent on the location and the activity. The school first aid bag must be taken on every trip. All medications will be carried by the Visit Leader. All staff should be informed about pupils who are on or liable to need medication. This is particularly important in the case of pupils who suffer from asthma, epilepsy, diabetes or pupils who have a serious allergy and may need to carry an EpiPen.

## Mobile phones

---

The Visit Leader is responsible for ensuring that there are enough school mobile phones within the group, and to ensure numbers are swapped between staff and parents. Mobile phones are to be booked in advance from the school office. Staff should not give out personal mobile numbers to parents or carers under any circumstances.

## Photography

---

The Visit Leader is responsible for keeping an updated list of children who cannot be photographed and ensure that they are not included in any photographs during the visit.

All staff should be vigilant and prevent members of the public taking photographs of Churchfield's pupils.

## Coach travel

---

Pupils **MUST NOT** sit in the front seats on either side of the aisle or the back seat that faces the aisle. Seat belts should be on all coaches. The Governors passed a resolution that coaches should not exceed a speed of 60mph. Staff must ensure that they check, give assistance where needed and that belts are fastened before any departures.

For both environmental and financial reasons, coaches are only to be booked in circumstances when public transport cannot be used.

Bookings for coaches are only made through the school office. It is the Visit Leader's responsibility to manage all aspects of the booking. Should there be any change to arrangements for the booking it is the Visit Leader's responsibility to notify the school office and to ensure that all appropriate changes are reflected in the written booking arrangements.

---

## Car travel

---

Where private (staff or parent) car is to be used to transport pupils, this should be approved by the Head Teacher. A copy of the insurance and the form pertaining to car travel must be completed and signed by the Head Teacher (**appendix 5**) and should be retained on record. Parental permission for those travelling must also be obtained.

---

## Tube travel

---

Visit Leaders are responsible for booking tube travel tickets at least 28 days in advance. Bookings cannot be made less than 21 days in advance, using the link: <https://schoolparty.tfl.gov.uk>

### Redacted for website upload

(Highlight, copy and paste username and password rather than typing).

When travel involves a tube journey the Visit Leader should ensure the following:

- Stand behind the yellow line;
- Remind the children about no running or pushing (sitting on seats if possible);
- No shouting or talking while instructions are given;
- Children to mind the gap between the train and the platform edge;
- Move on or off the tube only once told to;
- Wait for the train to stop fully and doors to be completely open before getting on or off the tube;
- Listen to platform announcements;
- Children to be in set groups and frequent head counts.

---

## Educational aims

---

All visits must have clearly defined educational aims. These aims must be identified on EVOLVE when seeking approval for the activity and they must be given in correspondence to parents/Carers when informing them of the trip. Preparatory and post visit work should be planned to enhance the experience.

---

## Inclusion

---

It is unlawful to discriminate against disabled persons because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However staff or participants are not required to be placed at inappropriate risk if a health and safety issue arises. The adjustments made to include a disabled person should not impinge unduly on the planned purpose of the activity.

---

## Exclusion from trips

---

A child is only excluded from a trip if a child poses a health and safety risk by attending a trip. Any exclusion must be authorised by SLT and parents or carers informed. Parents or carers must be given the opportunity of attending a trip with their child in order to manage the risk. Exclusion from trips is not to be used as a punishment but trips are used as part of learning. Work should be provided by the class teacher for any child who does not attend a trip.

---

## Farm visits

---

Staff should ensure outcomes are balanced with all reasonably practicable safety precautions. Refer to National Guidance, 'Preventing or controlling ill health from animal contact at visitor attractions – advice to Teacher.'

## Swimming

---

LA approval is not required if qualified lifeguarding is provided at a public pool.

If lifeguarding arrangements are not provided at the pool then the Visit Leader will bear the full responsibility for ensuring swimming safety and approval to lead the activity will be required via EVOLVE.

## Water-margin activities

---

These are activities that take place in or near water – such as a walk along a riverbank or seashore, collecting samples from ponds or streams, or paddling, or walking in gentle, shallow water (gentle means hardly moving at all and shallow means up to the knees of pupils).

All staff involved in water-margin activities should be conversant with the guidance contained within 'Group Safety at Water Margins'. This document is available in the documents section of EVOLVE.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary.

## Water-based activities

---

With the exception of, swimming in publicly lifeguarded pools, water-margin activities and tourist boat trips for which young people would not wear personal buoyancy, all other forms of water based activities are regarded as adventurous activities and require LA approval.

## Category A visits

All of the considerations for a day visit will apply, as well as the specific points below.

### Adventurous

---

All adventurous activities require LA approval and the EVOLVE system will alert the Visit Leader if this is the case.

An external provider is where there is an element of instruction, staffing or guiding. To confirm that all aspects of the operation of the provider are satisfactory the school must confirm that the provider holds an LOTC Quality Badge [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk) or that a Provider Form (available on EVOLVE) has been satisfactorily completed by the provider.

### Residential trips

---

Preliminary visits are an important and legitimate part of planning and any reasonable expense incurred can be charged against the total cost of the visit. Although many companies offer preliminary visits at reduced or no cost. The Visit Leader should keep full written notes and evaluation of the following:

#### Accommodation

Check that the sleeping areas are adequate for the needs of the group. It should offer: adequate ventilation, reasonable toilet and washing facilities, heating and lighting, enough storage space for personal belongings and sufficient room between bunks/beds to allow easy movement (particularly in the case of an emergency). There must be separate male and female sleeping and bathroom facilities for pupils and adults.

Permanent centres should also provide a separate area for unwell visitors and sleeping areas should be clean and tidy.

Check facilities for washing/drying clothes and storing outdoor equipment.



Find out about meeting rooms, work bases and evening/recreational areas.

Ensure that the kitchen and dining facilities are sufficient for the numbers involved and particularly if your group is self-catering, that there are sufficient facilities for safety, health and hygiene.

There must be security arrangements that stop unauthorised visitors.

### Staff/instructors for activities

Check that there are written operating procedures for each activity and ask for written evidence of the qualifications and experience of the staff leading activities. Many centres use their own in-house training and this can vary from the very good to the unacceptable.

### Special risks on or near the site

Find out about hazardous areas, i.e. chemicals, storage pits/tanks, dangerous animals, areas of water or drops/heights.

### Supervision

Visit Leaders and school staff remain responsible for the wellbeing of their party members at all times, although the centre has a duty too, particularly during activity sessions. Discuss and confirm with the centre staff the level and type of supervision that they will undertake.

The roles, duties and expectations of accompanying staff and helpers should be clearly defined and understood so that everyone involved is clear about what they will be expected to do. This should be done through formal meetings rather than on an ad hoc basis. This is particularly true for inexperienced staff and adult helpers who may not appreciate that residential visits require a great deal of commitment and goodwill if they are to be successful.

Careful consideration should be given to supervisory ratio to ensure that sufficient staff are available for supervision at all times. To implement this, a ratio of staff to child of 1:10 would be needed for all visits abroad. Supervisory places should only be available for members of staff or designated supervisory adults.

At least two members of staff should accompany any group abroad, one of them clearly designated as Visit Leader. A mixed group should be accompanied by male and female adults. The Visit Leader should be an experienced teacher and should be satisfied that there is sufficient experience and expertise in the accompanying staff team.

Adults other than members of staff (e.g. husband or wife, youth worker, parent, student) may usefully accompany the group but ultimate responsibility for the pupil's welfare and safety lies with the teachers involved and in particular the Visit Leader. Adults may only accompany the party as supervisors if they have no other commitment throughout the whole of the visit. Wherever possible, a second teacher should be designated as a deputy leader, be fully associated with the planning and organisation of the visit and be prepared to take responsibility for the group in case of an emergency.

During the visit the staff should be given 'down time' periods where they will not be expected to directly supervise the pupils. During this time staff are allowed to leave the site and/or drink alcohol. During these periods of 'down time' other members of staff should be responsible for the supervision to the group.

### Supervision of pupils on the journey and in foreign centres

Accompanying staff must accept responsibility for the good behaviour of the group both on the journey and while abroad.

It will greatly ease supervision if each accompanying adult takes responsibility for a sub-group, with the Visit Leader or deputy being personally responsible for any pupils who might create difficulties. Each sub group leader will naturally have a list of the young people in his/her group, while the Visit Leader has a complete list, augmented by a card for each person giving personal details and a passport sized photograph. If a member of the party should go missing the local police would then have some concrete details to work from. Impress on everyone that if lost they should go for help to a public building (shop/museum) or find a person in uniform and not approach passers-by in the street.

Great emphasis should be placed on traffic risks abroad, particularly when crossing roads. Work should be done on this before the visit, with reminders when in the foreign country (e.g. mandatory use of recognised crossings). Younger pupils should not be allowed to cross roads unsupervised in the early stages of the stay.

### Transport and equipment

If the centre transport is to be used it must be in roadworthy condition. If in doubt contact the centre manager for details on maintenance. Establishments must have an operational policy in place. All drivers of minibuses should undertake MiDAS training and keep that training current. All equipment used should be adequate for purpose. Most outdoor equipment such as helmets, buoyancy aids etc... have recognised standards and these should be met. Again, if the equipment even to an untrained eye appears neglected or deficient, contact the centre manager.

### Insurance

Within European Community Countries, reciprocal health insurance arrangements apply. It is important that parents obtain a European Health Insurance Card (EHIC) in respect of their pupils either from the Post Office or [www.e111.org.uk](http://www.e111.org.uk) in good time before the journey begins. Visit Leaders should collect in original EHICs for all members of the group so that they are readily available and it is advisable to take photocopies.

### Support from the British Consul

The Visit Leader should, before the visit commences, obtain from the Foreign Office the address and telephone number of the British Consul in the country to be visited and thus be assured of help from an English speaking person with knowledge of local services and regulations and access to emergency funds. In the vent of death or serious injury to any member of the party, the British consul should be contacted immediately and they will inform the Foreign Office.

### General considerations

If possible, visit the centre when another group is in residence so that the activities can be seen or other group leaders consulted.

Remember that whilst safety is obviously paramount, it is also necessary to consider the quality of the programme offered in terms of educational content and participant involvement.

Collect promotional material and take photographs, which can be used to recruit and inform staff and displayed at a parents' meeting.

In return, confirm any verbal arrangements in writing. Inform the Head Teacher for the preliminary visit went and what impressions and knowledge you gained.

### Parents

Parents need to be fully informed of the type of visit proposed. This is best done through an initial letter followed by a parents' meeting at which they should be informed the following:

- Reason and purpose of the visit.
- Nature of the programme (this must include details of all activities).
- Nature of supervision arrangements.
- Expectations of behaviour (code of conduct).
- Method of travel, including names of coach companies, airlines.
- Insurance arrangements.
- Cost and method of payment.
- Pocket money and arrangements for giving it out.
- Address and telephone number of venue.
- Type of accommodation e.g. bunks, shared facilities.
- Clothing requirements via a kit list (stress that clothing and other possessions should be clearly marked).
- Emergency contact telephone number.

This information should be confirmed in writing and parents/carers should then be asked to complete and sign:

- A consent form.
- A medical information form.

A booklet, information folder or letter can be very useful for both parents/carers and participants.

In addition to the information above, participants also need to know about:

- The implications of communal living in terms of tolerance, chores, conduct towards others etc...
- The purpose and aims of the visit.
- The nature of any specific work to be undertaken.
- Work/training which is necessary before going.

- How spare time might be used.
- Expectations of conduct.

On arrival at a staffed residential centre, the Visit Leader should meet the centre manager or someone of similar status and agree any routines and regulations that have not been previously given.

The Visit Leader should ensure that any requests or stipulations are agreed in writing prior to the journey (e.g. leaders' qualifications, fire regulations, first aid arrangements etc...) still apply.

Define the limits early – remember the group is new to the site – explain boundaries/limitations. Say what you want but do so only after consultation with the centre manager, and leaders of other parties if appropriate.

Explain duty rotas and procedures in relationship to the site.

### Emergencies

The Head Teacher will ensure that there is a system in place for dealing with emergencies.

### Fire evacuation

Precautions:

All premises with fire certificates should have fire routine notices. All exit routes from sleeping accommodation should be clearly indicated. Ensure that all members of the group understand them – do not take it for granted that they will read them without prompting. If necessary, read the instructions to them.

Obtain advice from the management on the means of escape available and investigate ALL means of escape to ensure that they are adequate and unobstructed. Emergency exit doors need to be checked to ensure that they can be readily opened from the inside. Check on the fire alarm call point positions.

A leader of responsible age is appointed to each dormitory with a reliable torch if emergency lighting is not provided.

A fire drill is held during the first day for the new visitors.

A suitable assembly point should be established.

The arrangements for calling the fire brigade are adequate and understood and that someone has the duty to make such a call on hearing the alarm where there is no member of the permanent staff holding this duty. This person knows the location of the telephone and the full address of the building/camp to enable prompt response by the fire brigade.

All occupants are familiar with emergency procedures and escape routes.

In the event of a fire:

- Give priority to the evacuation of persons in your group.
- If it is safe to do so, check that those in your group have heard the alarm and are evacuating the premises.
- Do not use the lifts.
- Do not attempt to collect baggage, valuables etc...
- Check that all persons are accounted for by carrying out a roll call. Sub groups are particularly useful for carrying this out accurately and speedily.
- If any members of the group are missing, report them immediately and without fail to the Fire Officer in charge at the scene.
- On no account should any member of the group re-enter the premises to locate or attempt to rescue the missing persons after carrying out the procedure above.

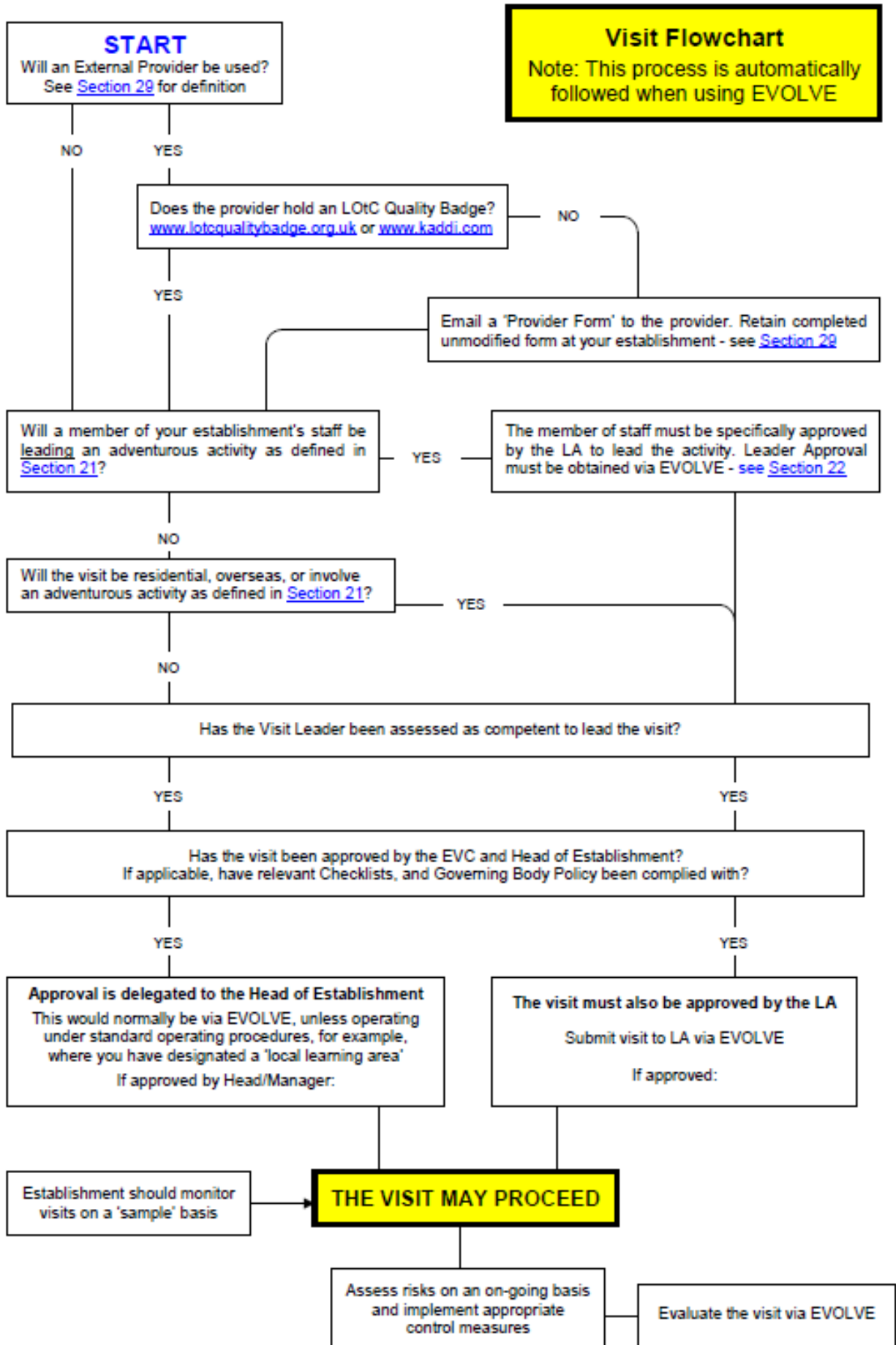
### Review

---

This policy is reviewed by staff and governors every three years. Part of this procedure will be the gathering of views from the staff, pupils, parents and governors on its effectiveness.

Parents are most welcome to view the policy on the schools' website and comments are invited from anyone involved in the life of the school.

# Appendix 1



## Appendix 2

### EVENT SPECIFIC NOTES

What are the really important things we need to do to keep ourselves safe?

Visit details..... Carried out by ..... Date .....

<p><b>ISSUE</b> Consider STAGED: Staff, Timings, Activity, Group, Environment, Distance</p>	<p><b>HOW TO MANAGE IT</b></p>	<p>PARENTS</p>	<p>STAFF</p>	<p>PARTICIPANTS</p>

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here.

## Appendix 3

# Churchfields Junior School Educational Visits Checklist



The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/Visit Leader in the planning process.

### In advance of the visit:

1. Have the intended outcomes of the visit been clearly identified?  yes
2. Is the visit appropriate to the age, ability and aptitude of the group?  yes
3. Has there been suitable preparation for participants prior to the visit?  yes
4. Does the visit comply with any guidelines specific to your Establishment?  yes
5. Does the visit comply with any specific LA guidelines?  yes
6. If a member of staff is going to lead an adventurous activity, have they been 'approved' by the LA?  yes  n/a
7. If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29)  yes  n/a
8. Are transport arrangements suitable and satisfactory?  yes  n/a
9. If residential, have appropriate measure been taken to ensure the suitability of accommodation?  yes  n/a
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?  yes  n/a
11. Has a pre-visit taken place?  yes
12. Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).  yes
13. Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability?  yes  n/a
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?  yes
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?  yes
16. Are all support staff aware of and comfortable with their roles?  yes
17. Are all helpers aware of and comfortable with their roles?  yes
18. If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties?  yes
19. Is insurance cover adequate?  yes
20. Does at least one member of staff know the participants that are being taken away, including any behavioural traits?  yes

- Have participants been advised in advance about expectations for their behaviour?
21. If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?  yes
22. Are participants aware of the nature and purpose of the visit?  yes
23. Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained?  yes
24. Have all relevant details been issued? (e.g. itinerary, kit lists, etc?)  yes  n/a
25. Are staff aware of any medical needs and/or other relevant details of participants?  yes
26. Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?  yes  n/a
27. Are staff aware of any relevant medical conditions of other staff/helpers within the group?  yes  n/a
28. Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment?  yes
29. Is a first aid kit (appropriate to the visit) available?  yes
30. Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained?  yes
31. For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?  yes  n/a
32. Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)?  yes
33. Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency?  yes
34. Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary?  yes  n/a
35. If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit?  yes  n/a
36. A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?  yes  n/a
37. Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?  yes  n/a
38. Does any specialist equipment conform to the standards recommended by responsible agencies?  yes  n/a
39. Have all financial matters been dealt with appropriately?  yes
40. Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)?  yes
41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA ?  yes  n/a

### During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours?  yes
43. Does the establishment office have a list of the names of all participants, including adults and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)?  yes
44. Do staff have sufficient funds to allow for any contingencies?  yes  n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc?  yes  n/a
46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed?  yes
47. Are participant numbers being checked at appropriate times?  yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?  yes  n/a
49. Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.)  yes  n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively?  yes  n/a
51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet?  yes  n/a
52. Do participants know what action they should take if they become separated from the group?  yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?  yes

### At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants?  yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator?  yes  n/a
56. Has the group been debriefed and any relevant follow-up work completed?  yes  n/a
57. Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc?  yes
58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?  yes
59. Have all staff and helpers involved in the visit been thanked for their input?  yes



**This 'card' must remain with the Visit Leader at all times on a visit**

**In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention**, the Visit Leader should seek advice from the establishment emergency contact(s). This should normally include a member of staff on the Senior Management of the establishment.:- CHURCHFIELDS JUNIOR SCHOOL

**In the event of an incident that does involve serious injury or fatality, and/or is likely to attract media attention**, the Visit Leader should adopt the following protocol:

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate.  
(999 or appropriate local number if abroad, Europe 112, North America 911)
5. **Contact the CSA Emergency Contact Number** (020 8708 2460 or 020 8553 5825) and request the help of the Educational Visits Emergency Response Team (EVERT)

**Redbridge CSA Emergency Contact –**

**020 8708 2460 or 020 8553 5825**

**Or if abroad - +44 208 708 2460 or +44 208 553 5825**

Ask for **EVERT** (Educational Visits Emergency Response Team)

Be prepared to give: Your name and Establishment/Group  
 Phone number & back up phone numbers  
 Exact Location  
 Nature of Incident  
 Number in the Group

You will be called back within 30 minutes so try not to make outgoing calls until contact is made. You will be given advice and asked what the CSA can do to support you.

Then:

- Contact the Establishment, EVC or Home Contact (see below) and seek further advice. If you are unable to do this, the CSA will contact the establishment on your behalf.
- If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions;
- You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to the CSA and for continuing contact with the CSA during the incident.
- Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by the CSA;
- Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage;
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale – It may be appropriate to ask someone else to do this;
- Contact the British Consulate / Embassy if abroad;

Name	Home	Mobile
CHURCHFIELDS JUNIOR SCHOOL	020 8504 4650	Redacted for website upload
CSA Emergency Call Centre (for <b>initial</b> contact during an emergency only)	<b>020 8708 2460 or 020 8553 5825</b>	-

If the visit will be outside normal establishment hours:

'Home' Contact - EVC - James Easter	Redacted for website upload	Redacted for website upload
Head of Establishment - Mrs Rebecca Emeny	Redacted for website upload	Redacted for website upload

## Appendix 5

### Use of a private car to transport young people

<b>1</b>	To: The Head of _____ Establishment
----------	-------------------------------------

I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

<b>2</b>	Signed: _____ Print name: _____
----------	------------------------------------

<b>3</b>	Address: _____ _____ _____ _____
----------	---

<b>4</b>	Date: _____
----------	-------------

The LA and the establishment reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

	Insurance cover required
For teachers, youth workers, or other LA employees	<i>'Use by the Policyholder in connection with the business of the Policyholder'</i>
For parents and other volunteers	<i>'Use for social, domestic and pleasure purposes'</i>



### Code of conduct for children

This code of conduct has been written to provide a happy and safe environment for all children when they attend an off-site activity.

We will discuss the code of conduct with children before a visit to help them understand the importance of following the code.

- **I will be quiet when asked to**
- **I will follow instructions**
- **I will respect and take care of others**
- **I will be polite to all I meet**
- **I will take care of my own and other people's property**
- **I will be in the right place at the right time**
- **I will not swear, tease or name call**
- **I will keep my hands and feet to myself**
- **I will behave in a way that allows all to enjoy the activity**



## Code of conduct for parents and helpers

**This code of conduct is to be given by the Visit Leader to all adults involved in supervision during off-site visits**

- **Work under the direction of a teacher**
- **Treat all pupils equally and with respect**
- **Report all unacceptable behaviour to the teacher**
- **Provide an example for good conduct you wish pupils to follow – an environment which allows bullying, inappropriate shouting or any form of discrimination is unacceptable**
- **Respect a child's right to privacy**
- **Do not take photographs of children and be aware of other member's of the public who may be photographing the children**
- **Maintain appropriate boundaries**
- **Avoid situations that compromise your relationship of trust with pupils**
- **Do not discuss topics or use vocabulary with pupils which could not be used comfortably in the presence of parents or another adult**
- **Take a chance when common sense suggests another more prudent approach**

## Contacts

<b>Outdoor Education Advisor</b>	<a href="mailto:Clive.atkins@btopenworld.com">Clive.atkins@btopenworld.com</a>
<b>Risk and Insurance Manager</b>	Satinder Sidhu Finance Services 8th Floor, Lynton House, 255-259 High Road, Ilford, IG1 1NN  (020 870) 83550  <a href="mailto:Satinder.Sidhu@redbridge.gov.uk">Satinder.Sidhu@redbridge.gov.uk</a>
<b>Risk and Insurance Advisor</b>	Ian Wringe 10 <sup>th</sup> Floor Front, Lynton House, 255-259 High Road, Ilford IG1 1NN  (020 870) 83152  <a href="mailto:Ian.Wringe@redbridge.gov.uk">Ian.Wringe@redbridge.gov.uk</a>
<b>Transport Manager</b>	Amerjit Sahota Central DSO Transport Ley Street Depot Ley Street Ilford, IG2 7QT  (020 870) 85303  <a href="mailto:Amerjit.Sahota@redbridge.gov.uk">Amerjit.Sahota@redbridge.gov.uk</a>
<b>EVERT Emergency Contact (Emergencies Only)</b>	020 8708 5600 (Primary number – please use first) and 020 8708 5897 (Back up number)

**National Guidance**

[www.oeapng.info](http://www.oeapng.info)

**National Library**

[www.national-library.info](http://www.national-library.info)

**Council for Learning Outside the Classroom**

[www.lotc.org.uk](http://www.lotc.org.uk)

**LOtC Quality Badge**

[www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)

**Kaddi**

[www.kaddi.com](http://www.kaddi.com)

**Outdoor Education Advisers' Panel**

[www.oeap.info](http://www.oeap.info)