Leicestershire Traded Services

Off-site Visits Policy

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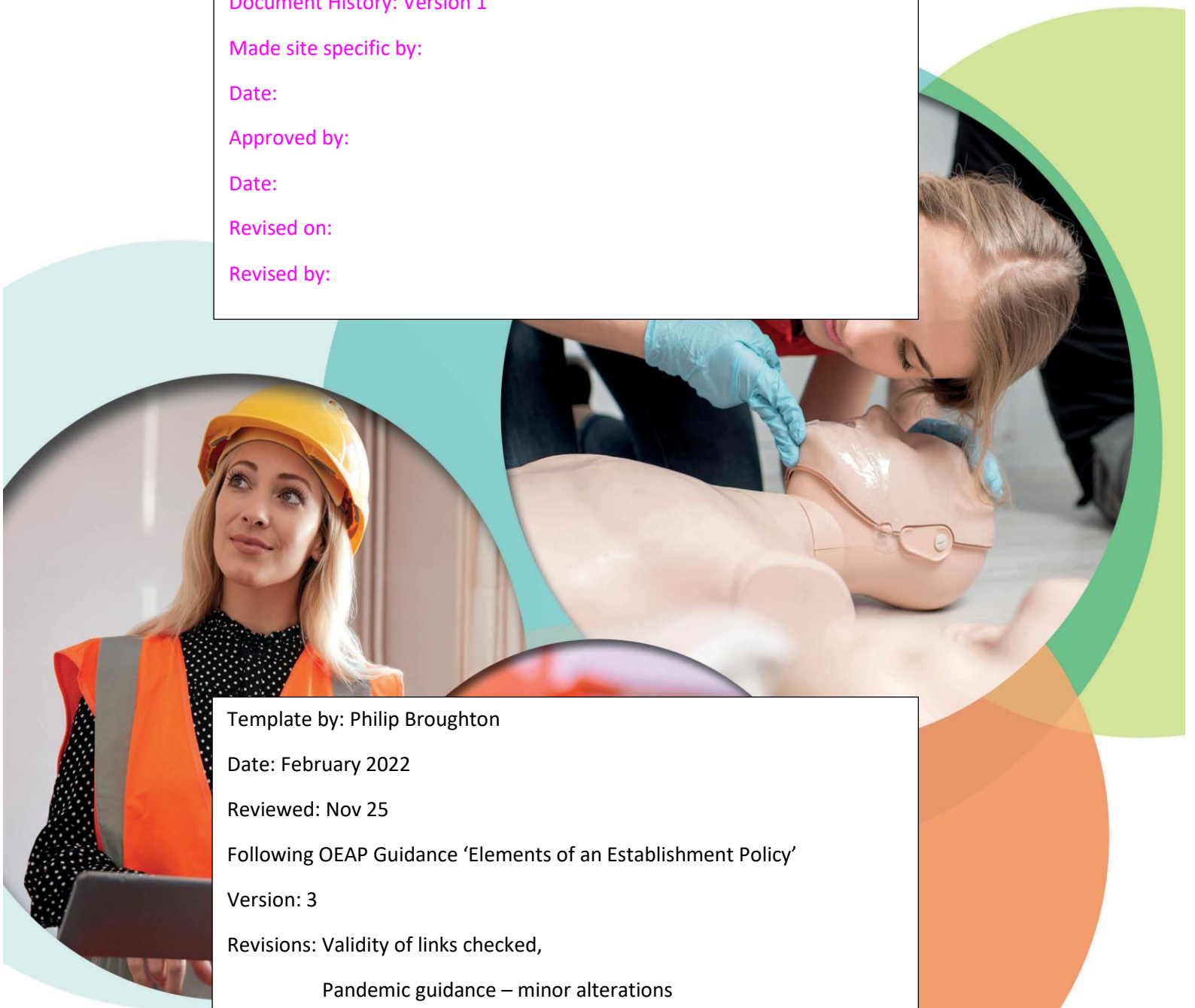

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Version: 3

Revisions: Validity of links checked,

Pandemic guidance – minor alterations

Major Incident Line – updated contacts

To be read in conjunction with 'Off Site Visits Guidance' which adds further information

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1. Introduction

The Overdale schools believe that outdoor learning, off-site visits and learning outside the classroom are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes Overdale Schools a supportive and effective learning environment.

The benefits of pupils taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change and novelty.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts.

- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

2. Employers Policies

This policy aligns with and should be read in conjunction with the following academy/school policies and procedures:

Health and Safety Policy
Safeguarding Policy
Behaviour Policy
Managing medical conditions policy
Allergy Policy

Overdale Schools adopts the Outdoor Education Adviser's Panel (OEAP) National Guidance for all educational visits www.oeapng.info

Where any apparent conflict exists between national guidance and local policies the Visit Leader should discuss with the Educational Visits Co-ordinator (EVC) for the academy/school (or management) in the early stages of visit planning for clarification.

3. Scope

The scope applies to employees whose work involves one/any of the following:

- Supervision of young people undertaking experiences beyond the boundary of their normal operational base
- Supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom
- Leading visits or activities for young people undertaking experiences beyond the boundary of their normal operational base
- Deploying staff who will supervise or facilitate young people undertaking experiences beyond the boundary of their normal operational base

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

The National Guidance document "Status, Remit & Rationale" clarifies the range of employees whose work requires them to use the guidance.

https://oeapng.info/downloads/download-info/1c-status-remit-and-rationale/

also:

https://oeapng.info/downloads/download-info/3-2a-underpinning-legal-framework-and-duty-of-care/

4. Roles and Responsibilities
Governing Body

- The Governing body have responsibility for ensuring that suitable procedures are in place and will seek assurances that these are being followed.
- Off-site Visits is a standing agenda item for the Interim Governing Body
- The Headteacher make the final decision regarding whether an Off-site Visit(s) is/are cleared for approval.

See Outdoor Education Adviser's Panel National Guidance for the role of the governing body http://oeapng.info/governors/

Executive Headteacher

- The Executive Headteacher has ultimate responsibility for all school trips.
- The Executive Headteacher through the Governing Body has delegated the day-to-day tasks of supporting and planning the Off-site visits at the Overdale Schools to a nominated "EVC" (Educational Visits Coordinator).
- The Executive Headteacher, along with the Head of School will have the final decision of whether the trip will go ahead.
- The Executive Headteacher, along with the Interim Governing Board will be informed of any "near misses" or incidents.
- The Executive Headteacher will be informed of any safeguarding issues at the earliest opportunity.

See Outdoor Education Adviser's Panel National Guidance for the role of the Headteacher/Head of School http://oeapng.info/head-manager/

Educational Visits Co-ordinator

The Overdale Schools has designated members of staff as the Educational Visit Co-ordinators (**EVC**) for the school.

These are:

Lisa Meakin – Overdale Infant School

Charlotte Dasgupta – Overdale Junior School

Both staff will be EVC trained and will play the lead role in advising staff in planning trips.

The EVC will advise in the planning and management of educational visits including adventure activities led by school staff. The EVC will support group leaders, the Headteacher and school Governors by ensuring that the OEAP's guidelines for leading educational visits are followed.

Jointly the EVC team will:

- Have training, qualifications, and experience in leading and managing a range of educational visits, in particular, those which are common to the school.
- Be of sufficient status to be able to influence change in colleagues. This may be the Headteacher, but if not, must have the active support of the senior management team.

The EVC may be delegated many of the tasks assigned to the Headteacher. The principal day- to-day tasks may require an EVC to:

- Refer to the OEAP guidance to remain current and informed on good practice
- Support the Head and Governors in their decision-making.
- Be able to confirm that the leadership of the visit is appropriate and to check staff qualifications; this is to include accompanying staff and volunteers
- Help organise the induction and annual training of staff and volunteers new to the venture
- Keep records of staff training and qualifications
- Make sure that Disclosure and Barring Service checks are in place as necessary
- Be involved in educational visit management to ensure that the OEAP's guidelines and school's policy and guidance are followed
- Work with leaders to ensure that the aims of the educational visits are achievable and in line with those of the school's educational aims
- Ensure teachers are made aware of and understand the school's emergency procedures
- Ensure the school has emergency procedures in place in case of a major incident on a school visit. These should be discussed and reviewed by staff and Governors to ensure that they are current and understood should an emergency occur.
- Confirm that consideration has been given to the group concerned and the location (check Visit Leader's group/site risk assessments)
- Keep records of individual visits including reports of accidents and 'near misses' on Evolve.
- Learn from previous experience, recording successful practice and contacts, and be able to use them to the benefit of further school trips, in particular where staff personnel change
- Monitor and review current practice. Be able to both report on successes and set targets for improvement. Be ready to intervene where practice is incorrect or unsatisfactory.

See Outdoor Education Adviser's Panel National Guidance for the role of the EVC. http://oeapng.info/evc/

Visit Leaders

Visit leaders are responsible for the safe planning and execution of visits and should:

- Follow the school's policies and work within national guidelines
- Clearly define the educational objectives of the visit
- Ensure the activity and location is suited to the age and ability/experience of the students
- Appoint a deputy leader who can take over at any time
- Make an itinerary
- Make comprehensive risk assessment(s) (including free time) and management plan and submit it to the EVC for approval
- Clearly define the roles and responsibilities of all adult helpers
- Have qualifications (where appropriate), experience and training to manage the group and lead the staff team
- Be aware of child protection issues
- Ensure the ratio of adults to students is appropriate for the needs of the group
- Ensure adequate first aid provision is available
- Ensure all adults have information of any special or medical needs amongst students
- Establish emergency procedures of all elements of the visit
- Ensure all adults have details of the home contact and of emergency procedures
- Be conversant with minimum good practice in planned activities he/she will not be instructing – activities run by the provider

- Carry out an assessment of suitability of a provider and venue (Qualifications, experience, memberships of governing bodies, policies and procedures etc.)
- Prepare and brief the group and parents of the students
- Assess the members of the group for their suitability
- Always monitor the health and safety of the group during the trip (directly or through delegation)
- Consider stopping the visit or activity if the risk to the health and safety of party members becomes unacceptable
- Follow up with parents / carers within two days of a student being hospitalised or injured during a trip or visit, and subsequent contact, if necessary, to check on the health and wellbeing of the child and if any further support can be offered by the school – updates to be e-mailed to the Headteacher and EVC.

See Outdoor Education Adviser's Panel National Guidance for the role of the Visit Leader – http://oeapng.info/visit-leader/

Role of Leicester Traded Services Advisors
Schools/academies may request general advice via the LTS Duty Officer helpline and may also request advice on residential, overseas or adventurous activities via the EVOLVE system upon completion of the visit submission.

The duty officer will review the basic details of the trip and report to you on any obvious problems. Please note this will not be a forensic line by line review of the trip details that remains the duty of the academy/school.

The LTS Duty Officer function has access to OEA advice in extreme circumstances.

Critical Incident Support
A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life-threatening injury or fatality.
- is at serious risk.
- or has gone missing for a significant and unacceptable period.

If life is at risk ALWAYS call 999 first

*THE BELOW PHONE NUMBERS ARE **NOT** TO BE GIVEN TO ANY PUPIL, PARENTS/CARERS OR NON-ESSENTIAL RESPONSE STAFF FOR ANY REASON. *

Nature of incident	Who to call
Minor incident, accidents of staff welfare issues	Health, safety & wellbeing team (office hours) 0116 305 5515
Child safeguarding issues	Refer to your safeguarding policy & procedures. https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child

	If a child requires a Social Worker in an urgent situation, call **0116 305 0005** 24hrs 7 days a week
Child death, deliberate injury, or risk to life	**Always the police first** – 999
Serious incidents: - On a school trip (UK and abroad) - At the school	Refer to your internal policy and procedures
ICT issues	LEAMIS help desk (office hours) 0116 231 1280
Public health issues (i.e. infection diseases & controls, exclusion period advice)	UKHSA 0344 225 4524
Media issue/assistance Media assistance out of hours	In hours: Press office 0116 305 6274 Out of hours: Emergency Media Duty Officer 07887 634474 *(Note - once connected there may be short delay in speaking to the emergency duty officer)*
Mental health issues/concerns	Young Minds UK NHS UK Childline

Available to LCC maintained schools or academies who "buy in" LCC services ONLY.

Available 24/7 to all schools and academies *(media advice may be chargeable to academies who do not "buy in" LCC services*)

These support line will be available to maintained schools and academies. This does not replace the schools, or academies own resilience arrangements, or the need to contact the emergency services, where appropriate, rather it will provide additional support to help schools/academies implement their own systems in times of major incidents.

If you require any further information, please contact businesscontinuity@leics.gov.uk. Please note this email inbox is only monitored during working hours: Monday to Friday 09:00 to 17:00

Refer to OEAP National Guidance section 4.1 a to i **Emergencies and Critical Incidents**

These numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. **Under no circumstances should these numbers be given to young people or to their parents or guardians.**

Other roles

OEAP National Guidance also sets out clear and detailed responsibilities and functions of specific roles that relate to roles found within most **schools and other child settings**. These are:

1. Governors, Trustees and Directors
2. Head Teacher/Manager
3. Manager of an establishment other than a school - Employer
4. EVC Educational Visits Co-ordinators (EVCs)
5. Visit or Activity Leader

6. Assistant Visit leader
7. Those in a position of Parental Authority

5. Procedure

5.1 Staff Competence

Induction, Training, Apprenticeship and Succession planning

The school will ensure that all of its staff who are associated with leading school trips will:

- have access to suitable procedures, guidance and advice, as provided by OEAP and the school,
- have access to meet an EVC or an Outdoor Education Advisor,
- attend suitable training to either lead an activity or assist on one,
- have their competency for school trips assessed annually by the school
- where appropriate, have the opportunity to qualify for, or revalidate existing qualifications, including First Aid, Minibus revalidation and National Governing Body (NGB) qualifications (as applicable).

This will be achieved by:

- New visit staff being inducted by the EVC and Head Teacher into the procedures for school trips employed at the school.
- Attendance at relevant training for those staff with delegated responsibility to nationally recognised roles e.g. EVC and VL
- Suitable and sufficient shadowing of staff experienced in assisting and leading school trips to develop experience.
- Adopting an apprentice visit leader role under the close supervision of an experienced visit leader and EVC. Where this experience is not available in house the school will look for assistance from the wider education sector for mentors.
- Periodic field observation by an experienced visit leader or EVC
- Retention of training and experience records via internal means or storing on EVOLVE, trip evaluation reports within the IGB Headteacher's report. See also: https://oeapng.info/visit-leader/

5.2 Staff Assessment

OEAP National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of **school** Policy that all **school** leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the OEAP National guidance.

The EVC and/or Head of establishment must consider the following when assessing the competence of a member of staff to lead a visit:

a) What experience has the leader in leading or accompanying similar or other visits?

b) Is the leader competent in planning and managing visits (has s/he completed Visit Leader Training?).

c) What are the leader's reasons for undertaking the visit?

d) Is the leader an employee of the local authority / establishment?

e) Does the leader have the ability to manage the pastoral welfare of participants?

f) Does the leader exhibit sound decision making abilities?

g) What experience has the leader of the participants he/she intends to supervise?

h) What experience has the leader of the environment and geographical area chosen?

i) Does the leader possess appropriate qualifications?

j) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?

k) If leading adventurous activities, has the leader been 'approved' by the academy/**school**?

l) Is the leader aware of all relevant guidelines and able to act on these?

Refer to OEAP National Guidance Approval of Leaders

5.3 Approval of trips and prior notification

There are three types of visits, for each of which the approval process is slightly different:

1. Visit/activities within the relevant Local Learning Area (see appendix 1)

Which involve no more than an everyday level of risk. Visits that are part of the curriculum and take place during the academy/school day do not require parental consent. Those that are not part of the curriculum or extend beyond the academy/school day can be covered by blanket consent, but information will be provided to parents in advance, and they will have the opportunity to withdraw their child.

These follow the local learning area operating procedure (appendix 1).

2. Other day visits within the UK excluding adventurous activities.

Visit Leaders to gain outline permission for visit from Headteacher/Head of School. Visit leader to collate and input information onto the schools visit system, **all information** must be available / uploaded prior to submitting to the EVC for approval **at least 4 weeks in advance**. Once reviewed by the EVC, final approval for the visit will be given by the Headteacher/Head of School.

3. Residential visits, adventurous activities or visits involving foreign travel.

Visit Leaders to gain outline permission for visit from Headteacher/Head of School. Visit leader to collate and input information onto the school's visit system, **all information** must be available / uploaded prior to submitting to the EVC for approval **at least 6 weeks in advance of the trip**. It is appropriate that for trips where the venue or safety provider (climbing instructor, multi-activity provider) have not been used before that a preliminary visit is made to assess the adequacy of safety provision.
Once reviewed by the EVC, the visit will be given final approval by the Headteacher/Head of School.

5.4 Itineraries

Whilst not required by law itineraries help provide the visit leader with an overall plan of how the trip will progress through each day and will help provide a focus to decide what can be provided as a 'Plan B' should the original activity not be available e.g. due to the weather or other safety concerns. An itinerary can help communicate to others how the trip will need to be run and what their part will be in each day. The itinerary will also be needed to inform parents of the trip, location of their children and the activities they will be undertaking and is an aid for informed consent.

5.5 Risk assessments

As the employer, the academy/school has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level - but not to totally eliminate risks. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the academy/school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. The academy/school strongly recommends a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable".

HSE endorse this approach through their "*Principles of Sensible Risk Management"* and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual or harm several people. Staff should follow academy/school guidelines for completing risk assessments.

On completing any risk assessments, the establishment should ensure that the documents are signed and dated appropriately and accompanying staff are made aware of the outcomes of the risk assessment.

Visits that include adventurous activity commonly involve delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the visit leader, does not need to be requested from the provider.

Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.

This is endorsed by HSE in *Principles of Sensible Risk Management*

Refer to **LCC** Example Risk Assessments found on Evolve – Resources Section.

6. Covid 19 or Other Public Health Issues

Whilst controls from UK central government regarding covid 19 in the UK have ceased, the school will ensure as a minimum:

- For international travel the school is conversant with public health controls in the host country and travel requirements, if any. See FCDO website
- The school have included foreign national public health controls, where they exist, into its own risk assessments for those parts of the trip that the school controls.
- The visit leader and EVC are conversant with public health controls in the host venue/provider when abroad and will comply with them.
- Any public health controls are communicated to parents as part of the consent process.
- The school is conversant with insurance requirements and any additional cover required for last minute cancellations.

7. Evaluation of external Providers and Venues

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

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Establishment policy clarifies the circumstances where a preliminary visit is a requirement (see approval of trips).

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventure mark
- NGB centre approval schemes (applicable where the provision is a single, specialist activity).

Refer to: **OEAP National Guidance** document 4.4h Using External Providers, 4.4f Checklist – Assessing a Provider, 4.4g Selecting External Providers and Facilities, 4.5f Assessing a Coach Hire Provider

8. Parental Communication and consent

Section 35 of the Education Act 2004 states: '*Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed'.*

DfE Guidance issued in 2013 states:

"Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school.

However, parents should be told where their child will be at all times and of any extra safety measures required. Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours.

The DfE has prepared a "one-off" consent form which schools can ask parents to sign when a child enrols at the school. This will cover a child's participation in any of these types of activities throughout their time at the school.

These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). An LTS version is available via the Evolve website – resources section. DfE version available here:

Parents must be told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form.

If schools/academies choose to adopt a version of the 'one-off' consent form, they will need to put in place separate arrangements for ensuring that essential information is kept up to date including:

- Emergency contact names and numbers
- Medical issues and allergies

It is recommended that visit leaders continue to be use specific consent forms for more complex visits.

Consent is needed for all visits organised by establishments other than schools/academies.

Refer to OEAP Guidance 4.3d Parental Consent

9. Supervision, Checking in and out, Head counts

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is "effective".

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years; see *Statutory Framework for the Early Years Foundation Stage*

Effective supervision should be determined by proper consideration of:

- age (including the developmental age) of the group.
- gender issues, such as mix of accompanying staff.
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.).
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions.
- staff competence.

A visit must not go ahead where either the visit leader, EVC, or Head Teacher is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Children of group leaders and other supervising staff

There are several issues of concern if staff propose to take their own children on a visit, for example:

- the child may not be insured.
- staff may be distracted by dealing with their own children, particularly if they are tired or unwell and this may compromise their ability to carry out their responsibilities for the rest of the group effectively.
- there may be additional costs incurred, which should be met by the staff member.
- the child is physically able and of a similar age to the group if taking part in activities.

Head Teachers/Managers and EVCs should review the risk assessment to consider whether the presence of a supervisor's child will require these assessments to be modified.

Staff taking their own children on a visit should not be included in the calculation of the overall staff ratio i.e. there must be sufficient appropriately qualified and experienced staff to safely manage the group without them if necessary.

The Head Teacher/Manager must specifically check if insurance cover is in place for the child/children concerned.

Refer to **OEAP National Guidance** documents: 4.2a Group Management and Supervision, 4.3b Ratios and Effective Supervision, 3.2g Vetting and Barring Service (DBS) Checks, 4.2d Indirect Supervision of Younger Children

Checking in and out and head counts are encouraged and should form regular checks carried out by the visit leader during each stage of the school day. Any reported absences should be immediately investigated and if the student cannot be found after the initial investigation the schools emergency procedures initiated.

Visits to sites and areas of high national value

School trips often visit historic or high-profile sites e.g. London. The visit leader should be aware of the site's emergency evacuation plan/signage. For larger venues/sites emergencies can require the area outside the building to be cleared. Visit leaders should plan for this by ensuring that a suitable assembly point is established away from the venue (500m) where participants can muster should the group become separated during an evacuation e.g. local restaurant/food chain.

In establishing a suitable site, visit leaders should consider:

- Access to toilets
- Access to water

- Heating

https://oeapng.info/downloads/download-info/4-4e-terrorism/

10.Monitoring

As an employer, the **school** ensures that there is sample monitoring of the visits and Outdoor Learning activities undertaken by its establishments, either by attaching such monitoring duties to its officers, or by delegating these tasks to establishments. Such monitoring should be in keeping with the recommendations of OEAP National Guidance. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the establishment EVC.

Refer to OEAP National Guidance

11.Evaluation

Post Trip/Visit Evaluation Report.

A Post Trip/Visit report must be completed within a month by the Visit Leader for all residential/foreign trips; the requirement for a report for day visits/adventure activities should be discussed and agreed with the EVC. The report should include the following:

A general overview of the success/shortcomings of the trip/visit

Did the trip/visit meet the objectives/expectations/outcomes set?

- Was there adequate time?
- What might be done differently to make the trip/visit an even better experience in the future?
- Were there any issues with the level of supervision?
- What special points should be emphasized next time?
- What problems/potential problems should Visit Leaders consider if planning a similar trip in the future?
- What would you change, if anything, to make the visit/trip a greater success?
- Any financial issues with the trip
- Any accidents/near misses/medical issues that had to dealt with or addressed
- Any other relevant points that would help staff planning a similar trip/visit in the future.

12.Participant Information and GDPR

Participant information should be kept securely and only available to those who must have access to it for safety reasons. GDPR requires that participant information should only be held for as long as there is a legitimate reason to hold it.

Therefore, the school will:

- Keep personal and medical information on participants of school trips in such a way as they are not immediately identifiable to anyone not closely involved on the trip e.g. initials only
- Where detailed information is required, this will be available via the school's home-based contact

For each trip visit school will ensure that if the records contain personal data:

- The records are secure.
- Access to the records or system is strictly controlled.
- There is a legal basis for having the data (e.g. parental consent).
- The purpose for keeping the data is clear and be recorded.
- The school can justify how long it keeps the data.
- Retention periods are in line with the school's data policy.
- Consent for the use of personal data (which includes photographs) should be kept for the duration that the data is retained.
- If copies are made (on paper or electronically), e.g. to take on a visit or activity, they must also be kept securely and deleted when no longer needed.
- The data should be periodically reviewed and erased or anonymised.

https://oeapng.info/search-results/?download_search=gdpr

13.Vetting and DBS

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

For the purposes of this guidance:

- *frequently* is defined as "once a week or more".

- *intensively* is defined as 4 days or more in a month or overnight.

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

14.Volunteers

The school has a pool of volunteers available for supervisory roles on school trips.

Volunteers act as additional members of staff and as such are:

- DBS checked.
- Assessed similar to staff members for suitability, critical decision making, authority.
- Allocated roles based on their assessed capabilities.
- Instructed on their role for each trip including restrictions

Volunteers should not, normally, take the role of visit leader.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

Refer to **OEAP National Guidance** documents: 4.2a Group Management and Supervision, 4.3b Ratios and Effective Supervision, 3.2g Vetting and Barring Service (DBS) Checks, 4.2d Indirect Supervision of Younger Children

15. Emergencies and Incident Reporting

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life-threatening injury or fatality.
- is at serious risk.
- or has gone missing for a significant and unacceptable period.

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

The academy/school has an emergency plan in place to deal with a critical incident during a visit.

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 EVC/Head Teacher and Governors/Board of Trustees.

The academy/school will practise their response to emergency situations on educational visits at regular intervals i.e, academy/school inset training.

Refer to OEAP NG: https://oeapng.info/search-results/?download_search=emergency

16. Behaviour

Behaviour is critical to the safe delivery of education away from the main school site.

Staff should be aware that whilst there are times when they may be relieved of supervisory functions for students they are never fully 'off duty' whilst on a school trip and should act accordingly.

The school will review the make-up of the proposed student group as part of the planning process and allocate supervision accordingly.

Where necessary for the student group the school will ask parents to be aware of the student code of conduct as part of the consent process and students will be asked to sign up to the code as part of the trip planning.

Failure by the student to follow reasonable instructions of a supervisory adult will be assessed and sanctions may be imposed by the Visit Leader but may result in:

- Close supervision
- Removal from the planned activity
- Removal from the trip

Where disciplinary action is taken the Visit leader should record what action was taken, what was the reasoning why this action was taken.

17.Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Employers, Head Teachers/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

Under the Equality Act 2010, it is unlawful to:

- treat a disabled young person less favourably.
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage.

Refer to OEAP National Guidance document: 3.2e Inclusion

18.Insurance

Employer's Liability Insurance is a statutory requirement, and **the academy/school should check that it** holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors.

The academy/school should check that it also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property.

Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

The **school** should also check that some level of Personal Accident Insurance is provided for all **school** employees in the course of their employment, providing predetermined benefits in the event of an accident. However, Visit/ Activity Leaders should be advised that they should consider taking out additional limited personal accident cover either through the **school**, privately, or obtain cover through a professional association.

Visit and Activity leaders should contact their Insurance Provider to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the insurer. They should also ensure they have obtained current information regarding any special policies that may be available to offer more comprehensive cover.

Appropriate insurance must be in place for all visits.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), visit leaders will need to check the entry requirements of each country visited as these now may vary. Passports should have at least six months left before their expiry dates for travel in the EU. The passport must have been issued less than 10 years before the departure date and be valid for at least 3 months after your planned return date. Group passports may no longer be possible.

NB. Adults will now be required to register their biometric details, photo and fingerprint at boarder control when travelling to the Shengen Area. Ensure sufficient time has been allowed. Fingerprints of children under 12 are not scanned.

Participants with a valid EHIC (European Health Insurance Card) may continue to use them up until their expiry date. All visit leaders should double check their insurance for medical cover. See Group Passports and Shengen Area Travel as this may change over time.
Refer to OEAP National Guidance document: 4.4c Insurance

19.Finance

Head Teachers/Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Refer to OEAP National Guidance section 3.2 c Charging for school activities

20. Further Reading

https://oeapng.info/downloads/model-forms-mind-maps-and-checklists/
https://www.gov.uk/collective-group-passports
OEAP overview search https://oeapng.info/downloads/?did=42

Appendix 1 – school can also use Local Area Visits form on EVOLVE instead of the below

Local Learning Area *(If you don't have one of these, or don't want one, then delete this section. You will then need to add a section saying how you deal with very local and very low risk 'ad-hoc' activities).*

General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent *(state if there are any situations where you would like parents to be informed in advance, e.g., via a slip sent home).*
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE *(amend if you require certain activities to be approved via EVOLVE – you may want to differentiate between planned and ad-hoc activities).*

Boundaries

The boundaries of the School Learning Area are shown on the map below. This area includes, but is not limited to, the following frequently used venues: *e.g.Knighton park, Arboretum, local shops.*



Operating Procedure for Local Learning Area

(The below is simply a generic risk assessment for routine activities).

The following are potentially significant issues/hazards within our School Learning Area:

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

- Brook

These are managed by a combination of the following:

- The Executive Head, Head of School or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.

- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. *For primary schools this is easy to do with some simple road markings in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen.*
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group, and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)
  Specifics to the local area
- Knighton Park – must use pelican crossing on Palmerston Way.

Appendix 2 – Emergency Procedure

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

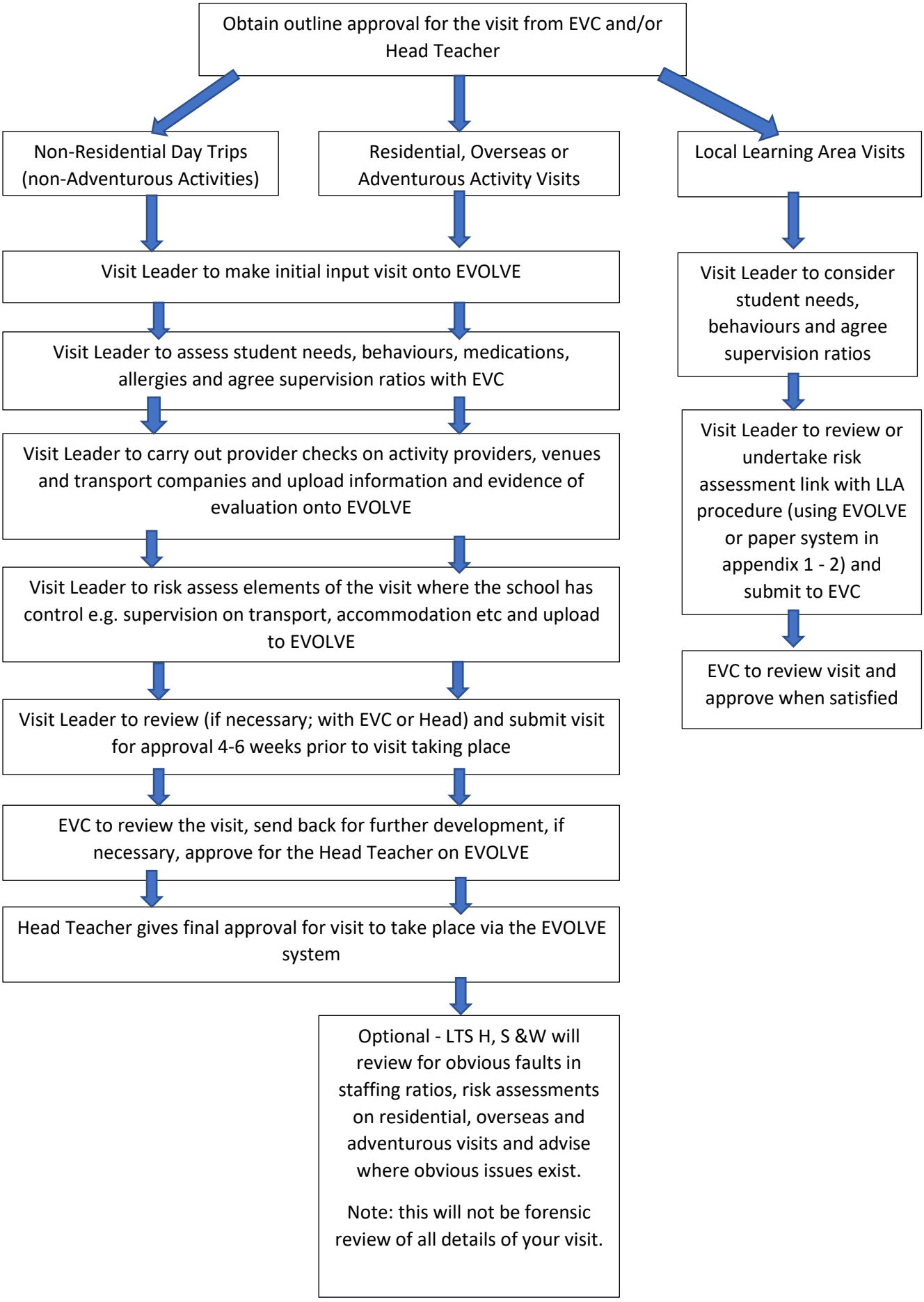
1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s 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.
6. For visits that take place outside the School Learning Area, the visit leader will carry:
   - A copy of the model emergency procedures for visit leaders (OEAP guidance 4.1g)
   - This will be pre-populated with emergency contact numbers (see document)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 3 - **Signing- out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.**

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues (e.g. pupil medical/behavioural needs)	

Keep a record of this sheet.


Obtain outline approval for the visit from EVC and/or Head Teacher
Non-Residential Day Trips (non-Adventurous Activities)
Residential, Overseas or Adventurous Activity Visits
Local Learning Area Visits
Visit Leader to make initial input visit onto EVOLVE
Visit Leader to assess student needs, behaviours, medications, allergies and agree supervision ratios with EVC
Visit Leader to carry out provider checks on activity providers, venues and transport companies and upload information and evidence of evaluation onto EVOLVE
Visit Leader to risk assess elements of the visit where the school has control e.g. supervision on transport, accommodation etc and upload to EVOLVE
Visit Leader to review (if necessary; with EVC or Head) and submit visit for approval 4-6 weeks prior to visit taking place
EVC to review the visit, send back for further development, if necessary, approve for the Head Teacher on EVOLVE
Head Teacher gives final approval for visit to take place via the EVOLVE system
Optional - LTS H, S &W will review for obvious faults in staffing ratios, risk assessments on residential, overseas and adventurous visits and advise where obvious issues exist.
Note: this will not be forensic review of all details of your visit.
Visit Leader to consider student needs, behaviours and agree supervision ratios
Visit Leader to review or undertake risk assessment link with LLA procedure (using EVOLVE or paper system in appendix 1 - 2) and submit to EVC
EVC to review visit and approve when satisfied

The following activities are regarded as 'adventurous':

- All activities in 'open country' (see below);
- Swimming (all forms, excluding publicly lifeguarded pools);
- Camping;
- Canoeing / kayaking;
- Sailing / windsurfing / kite surfing;
- Rafting or improvised rafting;
- Use of powered safety/rescue craft;
- All other forms of boating (excluding commercial transport);
- Water skiing;
- Snorkel and aqualung activities;
- Hill walking and Mountaineering;
- Rock climbing (including climbing walls);
- Abseiling;
- River/gorge walking or scrambling;
- Coasteering/coastal scrambling/sea level traversing;
- Underground exploration;
- Shooting and archery;
- Snowsports (skiing, snowboarding, and related activities), including dry slope;
- Air activities (excluding commercial flights);
- Horse riding;
- Motor sport – all forms;
- High level ropes courses;
- Off road cycling/ mountain biking;
- 'Extreme' sports;
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above

'Open country' is normally defined as land above 300m, or more than 1.5 km (30 mins) from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.

For further details on adventure activities refer to section 31, below.

The following activities are **not** regarded as 'adventurous'. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions (including commercial 'show caves')
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities