



Rye Community Primary School Policy

Policy Title:	Off-site Activities and Educational Visits
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher
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Introduction

This policy applies to most situations where adults acting in the course of their employment take responsibility for children and young people taking part in off-site activities and educational visits, as well taking part in on-site outdoor activities.

We believe educational visits are an integral part of the entitlement of every learner to a broad and balanced curriculum. Appropriately planned visits are known to enhance learning and improve achievement – and therefore form a key part of what makes **Rye Community Primary School** a supportive and effective learning environment. Each visit will set out a clear purpose and learning objectives, which will be reviewed at the end of each visit to see if they have been achieved. **Rye Community Primary School** provides a number of off-site activities and educational visits for all young people within the establishment. These include **the beach, the town centre, Windmill Hill.**

The safety of learners and colleagues during off-site activities and educational visits is paramount. The academy follows the requirements and guidance from the **ESCC Off-site Activities and Educational Visits Policy** (Updated 2017) and also refers to National Guidance produced by the Off-site Education Advisors Panel (OEAP). In the event of a conflict between the local authority policy, academy policy and national guidance then academy policy will be followed and clarification sought from leadership.

Roles and Responsibilities

The Health and Safety at Work Act 1974 places overall responsibility for health and safety with the employer. **At Rye Community Primary School the ‘employer’ is the Aquinas Church of England Education Trust.** Employers, have duties to ensure, so far as is reasonably practicable:

- The health, safety and welfare of all employees and volunteers;
- The health and safety for all young people for whom the Director of Children’s Services is responsible under the Children Act 2004.

The academy has clearly defined roles and responsibilities.

The Advisory Council member with oversight of Off-site Activities and Educational Visits is:

- XXXX

The Educational Visits Coordinator (EVC) for Rye Community Primary School is:

- Lisa Nice;

The EVC receives training and updates from the local authority to ensure they can fulfil their role.

The criteria for selecting the EVC include:

- Experience of leadership;
- Experience of leading off-site trips and educational visits;
- Appropriate organisational status to guide working practice;
- Direct access to the leadership team.

Role	Responsibilities
AAC Member (XXXX)	<ul style="list-style-type: none"> • Knowledge of who the employer is; • Ensure there is a policy in place for off-site activities and educational visits; • Ensure there is a trained EVC in place for the establishment; • Ensure there are training opportunities provided; • Ensure the academy has a visit approval procedure in place and follows ESCC policy for approving visits; • Ensure there is a monitoring system in place; • Ensure visits support the principles of inclusion; • Can have a read only access on EXEANT to have an overview of all the off-site visits taking place.
Headteacher (Barry Blakelock)	<ul style="list-style-type: none"> • Ensure off-site activities comply with ESCC policy and National Guidance produced by the OEAP; • Ensure visits receive appropriate approval before they take place; • Ascertain whether all colleagues involved in off-site visits are competent in their role; • Ensure there is a designated EVC that meets employer requirements and has undertaken training; • Ensure suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers; • Ensure the EVC, trip leaders, assisting colleagues and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated; • Ensure visits support the principles of inclusion.
Educational Visits Co-ordinator (Lisa Nice)	<ul style="list-style-type: none"> • Have experience of leading visits, qualifications or leadership experience; • Be an experienced trips leader; • Have received EVC training; • Support colleagues to ensure visits are planned and prepared appropriately following ESCC Off-site Activities and Educational Visits Policy; • Ensures colleagues have access to training to support their role in Off-site Activities and Educational Visits; • Approve visits that comply with establishments and ESCC policy; • Check all visits have an emergency contact and the emergency contact is an appropriate person; • Ensure colleagues evaluate visits that have taken place and appropriately report accidents and near misses.
Trip Leader	<ul style="list-style-type: none"> • Must have experience of leading off-site visits; • Must be inducted by the academy and have knowledge of the academy and ESCC policy and procedures for off-site visits and crisis management; • Be approved as competent by the academy; • Liaise with the EVC; • Plan and prepare for the visit, including the risk assessment, ensure it is in line with ESCC policy and academy policy; • Define the roles and responsibilities for other colleagues on the visit; • Evaluate the visit, report and record any accidents and near misses.
Assistant Trip Leader	<ul style="list-style-type: none"> • Be specifically competent and knowledgeable about academy and employer policies and procedures, in so far as they affect the responsibilities that have been assigned; • Have been sufficiently involved in the planning and preparation for the visit, including contributing to the organisation of risk management; • Understand the role and responsibilities that have been assigned and how these integrate with other staff and especially that of the trip leader; • Contribute to the visit evaluation, and reporting and recording of accidents and near misses.



Establishment Specific Procedural Requirements

Colleagues wishing to undertake any trip involving learners must comply with the procedures set out below. All trips outside of the local 'School Learning Area' (SLA) must be recorded in EXEANT.

For more information on the local 'School Learning Area' (SLA) – see **Appendix 1**.

Stage 1

At least six weeks in advance of the trip: the trip leader should discuss the initial idea and gain approval and in doing so, address the following questions:

- What is the purpose of the trip? Does it improve or reinforce the understanding of a particular subject area? Is the educational benefit clearly defined?
- Is the trip essential? Could learners access the experience in another way e.g. video, websites etc.?
- Is the trip work related and linked to future employment opportunities?
- Can the trip be organised to take place in the subject lesson time?
- Has costing around affordability been taken into consideration? E.g. numbers of colleagues, cover requirements, travel arrangements, entrance fees, accommodation, insurance and any other additional, potential costs that may be incurred.
- Can the trip be taken outside of the school day?
- Does the trip impact on examination classes?
- Have requirements for cover been discussed with the cover manager?
- Are arrangements compliant with safeguarding?

Staffing must be based on risk assessment and an assessment of appropriate ratios.

Stage 2

The trip leader should obtain EXEANT log in details from the EVC. For non-hazardous, domestic, non-residential trips, the trip leader will upload the initial application onto EXEANT.

For overseas, hazardous and residential trips, the trip leader should discuss the trip proposal with the EVC and a draft request should be submitted to the Head of School for consideration. The approval of the Head of School will be required for the application to proceed any further. If approval is denied, full reasons will be provided.

Subject to clearance at the stage above, the trip leader will notify colleagues of the proposed trip and seek approval from other colleagues.

Subject to clearance at the stage above, finance must be informed that an approved trip will be taking place and a cost centre will be created.

Stage 3

Wherever possible, the trip leader should make a pre-visit to UK locations to familiarise themselves with the venue and any requirements which may need to be factored into planning. The pre-visit should be undertaken outside of school hours.

The trip leader should liaise with the SENCO, lead first-aider and EVC, to identify any learners with SEND or medical needs.



The trip leader should prepare a letter to parents and families with full details of the trip. The letter should be submitted to the Head of School for approval before sending.

Should the trip be residential or deemed to be hazardous, a parental consent form must also be sent out to supplement the annual consent form.

Stage 4

A risk assessment must be completed and signed by the trip leader and submitted to the EVC via EXEANT.

For the Risk Assessment Template –see **Appendix 6**.

The EVC will review the EXEANT application and may request further information to be provided before it is approved. The EVC is responsible for scrutinising all risk assessments, and, where necessary, will forward the risk assessment to the Executive Headteacher for consideration and final approval.

The trip leader is required to brief all colleagues participating in the trip on their roles and responsibilities and reassure themselves that colleagues are competent to supervise learners.

The trip leader should nominate a deputy. The deputy will be authorised to assume lead responsibility for the trip in the event the trip leader is unavailable, incapacitated or absent.

The trip leader should be aware of emergency procedures and what action to take. This should be covered in the risk assessment.

Stage 5

Insurance cover is essential for all trips. The EVC should ensure the academy's insurance policy covers the planned trip.

Stage 6

Four weeks prior to the trip:

- All residential and adventurous activities should be complete and uploaded onto EXEANT for external approval.

Two weeks prior to the trip:

- The trip leader must inform all colleagues by email of specific dates and details of which learners are going on the trip;
- Finance must have received all payments for the trip.

Stage 7

The trip leader should ensure that cover work is passed to colleagues prior to the trip and cover arrangements confirmed. The canteen should be informed of the date of the trip so that free school packed-lunches can be provided, if required.

Stage 8

The trip leader should ensure they have copies of relevant information and equipment such as:



- Learner details;
- Medical needs;
- Emergency procedures;
- Mobile phone;
- Details of external providers e.g. coach company.

Stage 9

On the day of the trip, the Head of School must be informed of the trip's departure. All colleagues accompanying the trip should be confirmed. Emergency contacts should be prompted—ensuring all necessary colleagues are in the academy. A register of trip learners should be left with the office.

Stage 10 – Following the trip

The trip leader should approach the Academies Business Manager to produce a profit and loss account and pass the information to the Head of School. The trip leader will complete an evaluation on the EXEANT system within two weeks of return including any information relevant to planning and approval of future trips. **No trips will be approved for colleagues who have not completed outstanding evaluations.**

Parental Consent

Consent is not required for activities within the local 'School Learning Area' that are part of the curriculum during normal school time. **The academy obtains blanket consent at the start of each year for certain other routine activities, e.g. after-school fixtures etc. Families consent through the Learner Details Form.**

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to families (letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Prohibited Off-Site Visits

Under no circumstances should colleagues invite or permit a learner to visit to their own home or that of a family member, colleague or friend. Furthermore, colleagues must not invite or permit any ex-learners under the age of 18 to visit their own home or that of a family member, colleague or friend.

Safe Use of Minibuses and Seatbelts

The Academies Business Manager is responsible for arranging the annual maintenance of the minibus including MOTs and road tax. Drivers must complete the relevant form from the Business Manager and supply a photocopy of their driving licence for approval.

Internal damage to the minibus is the responsibility of the individual or organisation using the minibus. The academy will decide who is responsible for covering the cost of any repairs.

The minibus will carry strictly one person per seat and seat belts must be worn at all times. Fines incurred will be paid by whoever was driving the minibus at the time the offence was committed.

Starting and closing mileage, along with any potential risks, defects or damage identified, will be reported on return to the academy. Human Resources have an up-to-date list of those colleagues who hold the required licence and have approval to drive the minibus.



This policy must be read in conjunction with the Driving Policy.

When using public or private transport, adults and children should be mindful of the following:

- Signal – let the driver know you want on the bus;
- Stand back from the kerb when the bus approaches;
- Wait for the bus to stop;
- Let passengers off first;
- Never distract the driver;
- Don't push or shove;
- Store bags safely;
- Stand behind the driver when getting off the bus;
- Never walk in front or behind a bus as the driver has restricted view and might not see you;
- Give seats up for priority passengers;
- Remove any litter from the vehicle;
- Respect others – keep noise levels to a minimum;
- Represent the academy – always say 'please' and 'thank you'.

For more information on use of cars to transport learners – **see ESCC Guidance.**

Induction, Training, Succession Planning

Teachers and associate colleagues will receive training on the Off-site Visits and Trips Policy prior to undertaking any visit.

Teachers and associate colleagues involved in the organisation of any off-site activity and/or the supervision of learners whilst undertaking any off-site activity will receive regular and ongoing training as part of their continued professional development.

All colleagues involved in managing a trip should familiarise themselves and have due regard to information, advice and guidance offered through EXEANT.

The academy provides information, instruction and training for off-site visits. The EVC must ensure all staff involved in off-site visits are sufficiently briefed and trained to be competent and confident in the roles to which they are assigned. Careful consideration will be given to ensure the demands of the role do not exceed the person's ability to carry out the work.

The following procedures are followed:

- The trip leader and team members must be approved by the EVC or Executive Headteacher before the visit can go ahead;
- The EVC will discuss the visit with the trip leader and brief them on the **Off-site Activities and Educational Visits Policy** and local authority guidelines. Any areas of concern will be identified and further training and support will be given as required. The EVC will liaise with the local authority team, if necessary, for further guidance and arrange any areas of training, including first-aid;
- The trip leader will brief their team on their responsibilities and secure further support as necessary;



- The EVC will support the trip leader with all areas of risk assessment;
- The academy operates a system of induction whereby colleagues are encouraged to take on the role of helper or assistant leader before taking on the responsibilities of trip leader;
- During the visit, peer-monitoring will take place in an informal and supportive manner;
- Analysis of the evaluation via EXEANT after the visit will identify any weaknesses and any further need for training and support.

Colleague Competence

We recognise that colleagues' competence is the single most important factor in the safe management of visits, and so we support them in developing competence in the following ways:

- An apprenticeship system, where colleagues new to visits assist and work alongside experienced trip leaders before taking on a leadership role;
- Supervision by senior leaders on some educational visit;
- Support for colleagues to attend training courses relevant to their role, where necessary.

In deciding whether a colleague is competent to be a trip leader, the Head of School will take into account the following factors:

- Relevant experience;
- Previous relevant training;
- The prospective leader's ability to make dynamic risk management judgements and take charge in the event of an emergency;
- Knowledge of the learners, the venue and the activities to be undertaken.

The staffing of repeat trips will be kept under view to ensure the presence of 'fresh-eyes' each time.

Risk Management and Assessment

Risk assessments must be submitted as part of the approval process. These must be specific and relevant to the learners, colleagues, environment and activity. The risk assessment should be completed by the trip leader with support from other colleagues attending the visit. Foreseeable hazards should be listed with reasonable control measures put in place and a risk rating generated.

After a visit, the risk assessment should be reviewed if there were any issues, incidents or near misses. If a risk assessment is covering the same group, with the same colleagues carrying out the same activity it can remain in place for **3 months** and then reviewed e.g. every Thursday Year 5 will attend swimming lessons. All trips will be evaluated after the event to see if there are any areas for improvement.

Our risk assessment process is designed to manage real risks when planning trips, while ensuring learning opportunities are experienced to the full. The process is as follows:

- Identify the hazards;
- Decide who might be harmed and how;
- Evaluate the risks and decide on precautions;
- Record your findings and implement them;
- Review your assessment and update if necessary.



Trip Leaders should complete the risk assessment template to think about the significant hazards at each stage of a visit. It is important that these are relevant for the time of year the visit is taking place and for the group that is attending. Hazards can be broken down into four areas:

- Environmental;
- Activities;
- Transport;
- Group.

Each has a separate section on the Risk Assessment Template - **see Appendix 6.**

Environment

Each environment will pose different hazards and these will change according to the time of year.

Activities

Hazards associated with activities will vary according to what is being done. If the activity is being led by a provider they should provide a risk assessment for the activity – the trip leader needs to ensure this is relevant to the group going and ensure all colleagues have access to it and hazards are communicated throughout the visit to the group.

Transport

The most hazardous part of any off-site visit is travelling to and from the destination e.g. when using public transport being aware of cancellations or delays in order to develop a 'Plan B'.

The Group

It is important to consider the needs of the learners, as this will affect control measures in place and also the risk rating. A group of learners that have no additional needs or behaviour problems will follow instructions. However, if there is a more challenging group it is likely they will fail to follow instructions and this will increase the likelihood and risk associated to the hazards.

Do not forget the colleagues attending the visit - they will also have their own medical needs or allergies that the trip leader will need to be aware of and include in the risk assessment.

Control Measures

For every hazard there should be at least one control measure to reduce the likelihood or severity. It is important the trip leader identify things they will do as well as things they will not do.

Staffing Ratios

The following factors apply in determining staff ratios:

- Gender and age of learners;
- Number of learners with SEND, medical or other requirements;
- The type of activity and hazards associated with it;
- The length and type of journey;
- The experience and competence of staff both generally and to oversee specific activities;
- Requirements of the venues to be visited.



Recommended minimum ratios are as follows:

- One to 15 (1:15) for day trips;
- One to 10 (1:10) for trips involving an overnight stay;
- One to 8 (1:8) for trips deemed to be hazardous;
- One to 10 (1:10) for trips abroad.

In the case of residential trips involving learners of only one gender, one colleague must be of the same gender as the learners. For mixed groups, one colleague of each gender must be included.

Assessing Venues and Providers

Any venue or provider offering admittance to the academy for the purpose of an off-site visit must have been suitably assessed prior to agreement of the visit. The provider should have the LOTC quality badge. Should a venue or provider not hold a LOTC quality badge, a provider statement must be issued and completed and agreed as sufficient by the EVC and Executive Headteacher.

The academy does not permit the signing of waivers with any provider or venue.

It is advised a pre-visit (if not already undertaken by ESCC) takes place to assist the compilation of risk assessment and enable communication and understanding of requirements with the venue. This should be undertaken, where possible, by the EVC and trip leader.

All venues and providers **MUST** be able to provide a public liability insurance document for a minimum of £10,000,000. Any provider unwilling to provide proof of this cover **must not** be used.

On request, providers should provide risk assessments. Information in advance relating to the venue, facilities, accessibility should be sought, provided to the EVC and held on EXEANT.

Selecting a Provider

Choosing one provider from another may seem a difficult task for an academy or trip leader with no specialist knowledge. However, the following are ways of providing some assurance of suitability.

- Does the academy have an existing, satisfactory relationship with a provider? Do not underestimate intuition – if the academy has used a provider before and always felt safe, listened to and well cared for then this is a good reason to use them again.
- Is the provider inclusive? Can the provider manage any special needs the group may have?
- What is the public facing reputation of the provider? Are they able to offer any testimonies or endorsements? Are there any schools in the local area that have used them previously?
- Does the academy have an approved provider or exemption list?
- Select a provider on value not price. Price should only become a factor when deciding between very similar or identical offers.
- Each trip leader's experience with a provider should be recorded in EXEANT through the evaluation.

Using Volunteer helpers

Volunteers may be used to assist with visits (excluding residential). DBS checking will not be required if the visit is not deemed to be a regulated activity. However, induction to expectations, standard setting, behaviour, safeguarding and health and safety will be required.



The academy will select volunteers and assess as competent (following a meeting and discussion).

Identification checks of volunteers must be undertaken by the EVC along with Human Resources.

Volunteers may make up supervision ratios. However, this should be carefully considered and adjusted accordingly, considering experience, competence and the setting. Volunteers must not be left unattended with learners at any time. Volunteers must provide the EVC with details of next of kin and emergency contact details.

Inclusion

'Equal Opportunities' is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. Everyone is different and all should be equally valued. The academy works in partnership with families, learners and providers to remove barriers to participation so visits are real equal opportunities and inclusive experiences. It should be presumed that all young people have the entitlement to participate in all visits.

This policy must be read in conjunction with the trust's Equality Policy.

When organising a visit, the academy will ensure that activities are available and accessible to all, irrespective of special educational or medical needs or protected characteristics (gender, race, disability, religion, sexual orientation, gender reassignment). Every reasonable measure is taken to find a venue and activities which enable all learners to participate, allow accessibility through adaptation or modification and integration through participation with peers. Care is taken to avoid indirect discrimination e.g. arranging a residential visit during a religious holiday. Where it is genuinely impossible to make alternative arrangements a visit may be approved in order not to deprive the rest of the group of worthwhile opportunities. The Academy offers financial support to parents in receipt of certain benefits to enable participation.

For more information about financial support – see **Charging and Remissions Policy**.

Where a trip is oversubscribed, selection must be on a "names out of a hat" basis. Names of learners who fail to gain a place will be recorded by the EVC so that they can be given priority on future trips. This will take priority over the "names out of the hat" process.

It may be necessary to exclude a learner on the grounds their behaviour presents an unacceptable risk to the health and safety of themselves or the rest of the group. This decision will not be taken lightly. Every effort will be made to enable participation through putting in place suitable strategies e.g. accompanying parent. Expectations of colleagues leading the visit must be reasonable and within their competence.

Medication

The conditions of employment of teachers do not include administering medicines. However, the trip leader will assign one person on the visit team to be responsible for the management of medicines. This person should receive any necessary training (e.g. use of EpiPen). The nominee should be familiar with the **Administration of Medicines Policy** and any instructions from parents or doctors as well as being briefed by families on dealing with medical conditions which require management e.g. diabetes.



Consent forms for low risk visits and regular activities ask parents to provide details of any medical conditions their child has, medication they take and to allow emergency treatment if necessary. Where permission is not given details will be recorded and passed to the EVC.

The trip leader will liaise with families to ensure there are sufficient supplies of any necessary medicines on the visit – which are correctly labelled, stored, and administered and any precautions or side effects of the medication noted. **A record of their use must be kept.**

Medicines taken abroad should be properly labelled and where relevant accompanied by a copy of the prescription. Where medication includes delivery by a syringe, a doctor's note should be obtained to show at border security. In some countries it is possible to obtain medicines over the counter which would require a prescription in the UK. These should not normally be used unless prescribed by a qualified medical practitioner.

Where colleagues or learners have a pre-existing medical condition, the insurance policy should be checked to ensure they are covered by the policy.

This policy must be read in conjunction with the Administration of Medicines Policy.

This policy must be read in conjunction with the First Aid Policy.

Behaviour

There is a code of conduct for all young people and parents to sign in advance of residential trips.

For more information – **see Appendix 2.**

Parents and learners must attend a briefing in advance of all residential trips, where expectations of discipline, sanctions, conduct and consequences are explained.

The academy will only allow the use of mobile phones and electronic devices on trips during unstructured time at the discretion of the trip leader.

The academy expects learners to behave in line with the **Behaviour Management Policy** whilst being supervised out of school. Any learner not adhering to the behaviour policy or code of conduct will be subject to sanctions as set out in the behaviour policy.

Learners whose behaviour is a cause for concern during a residential trip will require a parent or carer to collect the learner and return them home. No refund of costs will be made to the family.

Learners whose behaviour or attendance in school is of concern can be excluded from any educational visit. Parents will be informed of this decision in advance of the trip taking place. Any payment made to the academy (minus deposit) will be returned to the payee.

Any learner who has already taken unauthorised leave from school or has below acceptable attendance in school will not be able to take part in any residential trip.

Learners who are excluded from school on the day of a planned trip will be unable to participate and parents and carers will be unable to have their payment refunded.



Learners who choose to not attend a trip after all monies have been paid (other than for legitimate agreed reasons) will not have monies refunded unless a legitimate insurance claim can be made.

Insurance

The academy has comprehensive insurance cover which comprises Employer's Liability Insurance, Public Liability Insurance, Personal Accident Insurance and comprehensive Travel Insurance. Trip leaders are not obliged to take out insurance offered by a tour operator as part of the package. Parents have the option to take out additional insurance if they wish.

Finance

The following apply to all trips:

- All trips must be self-financing;
- Finance must be informed about a trip at the point of initial approval and will set up a cost centre to hold monies related to the trip;
- All monies must be received by finance **two weeks** prior to the date of the trip;
- All claims from pupil premium, bursary or any other funds must be approved by the responsible colleague before a place can be allocated to the learner;
- Any approved expenditure related to the trip must be requested using the purchase order system. The purchase order must be submitted **two weeks** prior to the date of the trip, or two weeks before payment is due to the provider – whichever is sooner.

In the event of a cheque being refused and returned unpaid, alternative payment must be made in cash. An administration charge of £4.00 pounds will also be payable. Bounced cheques will result in the learner being removed from the trip until payment is made in cash immediately and no later than 7 days before departure.

Refunds will be discretionary and dependent on whether the academy incurs a financial loss as a consequence of a learner withdrawing from a trip. Refunds will need to be requested by the trip leader and authorised by the relevant authoriser.

In the event that a name change may be required for a trip booking, the cost of such will be borne by the family.

In the event of any additional, unforeseen, cost(s) being incurred by a staff member while on a trip, an approved expenses claim form must be submitted to finance within two weeks of return.

If the minibus is to be used, a charge of 45p per mile will need to be factored into the cost of the trip along with additional costs such as parking, tolls, congestion fees, etc. Finance must be notified by the trip leader of any pre-payments identified regarding the use of the minibus two weeks in advance of the trip.

Additional insurance may need to be arranged depending on the nature of the trip e.g. if deposits are paid, learners are taking belongings or the trip is abroad. Families should be informed of the insurance arrangements.



Emergency procedures and incident reporting

A critical incident is defined as:

- An incident in which any member of the group on an off-site activity or educational visit suffers a life-threatening injury or fatality, is at serious risk, or has gone missing for a significant and unacceptable amount of time;
- An incident in which the normal coping mechanisms are not sufficient.

ESCC has an 'Off-site Response Team' to provide support to a group in crisis:

- Normal office hours 01273 481316 / 01273 336528;
- Outside office hours 01273 819179.

These numbers should be carried by the Trip leaders / EVC / Head at all times during an off-site activity or educational visit, but are only to be used in a genuine emergency. Do not give these numbers to young people or their parents or guardians.

For more information –see **Appendix 3**.

Emergency Contact

For every visit an emergency contact needs to be identified. This person should be contactable all hours for the duration of the visit. They should have all relevant information of the visit, including contact numbers, medical information, an itinerary and full understanding of the critical incident support system and the academy's emergency procedure. They should be an individual who can work well under pressure and in stressful situations. They should be considered 'on-duty' for the entirety of the trip. **The emergency contact must be a senior leader.**

Emergency Plan

The academy has commissioned the services of the local authority to provide 24/7 emergency response cover and support in the event of a critical incident. A critical incident is defined as an incident which goes beyond the coping mechanism of the academy. The decision to alert the local authority will be made by the Executive Headteacher. The academy has its own Emergency Plan.

Colleagues on the visit will be able to cope with most incidents on an off-site visit. However, where there are serious incidents such as life threatening injuries, fatalities or missing persons, emergency procedures must be activated. All colleagues should carry the telephone number of the nominated Emergency Contact.

Both the trip leader (or nominated colleague) and the emergency contact should complete the emergency assessment form on first contact. The roles and responsibilities of leaders in an emergency are set out in the academy's Crisis Management Plan. If the Executive Headteacher or nominates senior leader in his absence, considers the academy requires help in coping with the emergency, they should contact the trust. They will jointly determine whether there is a need to contact the local authority 'Off-site Response Team'.

For more information on the emergency assessment form –see **Appendix 4**.



At the planning stage the trip leader will discuss emergency procedures with all colleagues on the visit. Roles for dealing with an emergency should, where possible, be allocated before departure by the trip leader e.g. first aid, communications, supervision of group, recording of details.

Emergency Procedures

The trip leader will take control, following the guidelines below:

- Remain calm. Assess the situation;
- Delegate roles;
- Safeguard children, adults and any other uninjured members of the group;
- Ensure all members of the party are accounted for, safe, supervised and briefed. (They should be instructed not to use mobile phones.);
- Call the emergency services stating the name of the group, location, nature of emergency and number of injured persons, action so far;
- Carry out first-aid if necessary;
- Call the first emergency contact at the academy. Provide a telephone number you can be called back on, and give details of the nature of emergency, time of incident, casualties and status, current location;
- Ensure that a colleague accompanies any casualties to hospital and takes medical information and, if abroad, parental consent forms for emergency treatment. In case of serious injury to an individual pupil it may be appropriate for the trip leader to accompany the learner and hand leadership of the trip to the deputy;
- Deal with urgent physical needs of group – shelter, warmth, water;
- Deal with emotional needs of group;
- Keep a written log;
- Refer all enquiries (press, parents) to the academy;
- Inform the Foreign Office Consular Assistance Team, if abroad.

For more information on the written log – see **Appendix 4**.

This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from trip leaders.

When a child is participating in an offsite trip abroad, we strongly recommend that at least one family member, preferably an immediate relative, has a valid passport.

Establishment Templates

For the aide memoire for planning an off-site trip and educational visit – see **Appendix 5**.

See EXEANT.

Generic Risk Assessments

See EXEANT.

September 2019 BBL



EQUALITIES

We recognise that our learners bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account learners with protected characteristics and making reasonable adjustments for learners with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye Community Primary School [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Appendix 1 – School Learning Area (SLA)

General

Educational activities within the ‘School Learning Area’ that are part of the normal curriculum and take place during the normal school day follow the ‘Operating Procedure’ below.

These educational activities:

- Do not require parental consent;
- Do not normally need additional risk assessments (other than following the operating procedure below);
- Need to be recorded on EXEANT if they are regular activities, e.g. Weekly Forest School;
- Do not need to be recorded on EXEANT if they are ad-hoc activities.

Boundaries

The boundaries of the ‘School Learning Area’ are shown on the map. This area includes, but is not limited to, the following frequently used venues: e.g.

- Community Gardens;
- The High Street;
- The Old Town Centre.





Operating Procedure for School Learning Area

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

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

These are managed by a combination of the following:

- The Head of School or EVC must give verbal approval before a group leaves;
- Only colleagues judged competent to supervise groups in this environment are approved;
- The concept and operating procedure of the 'School Learning Area' is explained to all new parents when their child joins the academy and [a synopsis is on the school website](#);
- There will normally be a minimum of two adults;
- Colleagues are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques;
- Learners have been trained and have practiced standard techniques for road crossings in a group e.g. learners may practice in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen;
- Where appropriate, learners are fully briefed on what to do if they become separated from the group. This will depend on the area of the visit – return to school, wait where they are, go to x and ask for help, etc.;
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum;
- Learners' clothing and footwear is checked for appropriateness prior to leaving school;
- Colleagues are aware of any relevant learner medical information and ensure that any required medication is available. A report of medical needs is available from the MIS and should be considered at the planning stage as well as being taken on the trip itself;
- **Colleagues will deposit in the office a list of all learners and colleagues, a proposed route, and an estimated time of return – the Head of School reserves the right to request some visits in the School Learning area to be recorded on EXEANT;**
- **A school mobile (or agreed 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). The academy educates learners about the avoidance of risk so as best to equip children with the skills to make informed choices about where to go and where not to go in their local area.



Appendix 2 - Learner Code of Conduct for Off-site Visits

For the visit to be both beneficial and enjoyable for all, you will be expected to comply with the following code of conduct and be expected to:

- Behave responsibly at all times and show consideration for others;
- Comply with instructions at all times;
- Take responsibility for your own possessions;
- Keep all facilities clean, tidy and undamaged;
- Abide by any host facility rules and regulations;
- Be aware of all emergency procedures;
- In the event of an emergency, follow emergency procedure instructions;
- Understand the rules concerning the purchase, possession and consumption of alcohol;
- Understand the rules concerning the purchase, possession and use of tobacco and e - cigarettes;
- Understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden;
- Inform staff of any relevant medical conditions or injuries;
- Inform a member of staff of any hazards and report any damaged or unsafe equipment;
- Wear appropriate clothing including protective gear;
- Return all borrowed equipment in the same condition in which you received it;
- Safeguard personal belongings and borrowed equipment.

On the coach/minibus

- Remain in your seat, unless given permission to do otherwise;
- Wear your seat belt whilst being transported in a minibus or coach;
- Luggage should not block the aisle and be kept on the luggage rack or under the seat;
- Litter should be put in the bags provided;
- Do not distract the driver – no shouting out, no flash photography etc.;
- If you begin to feel travel sick, inform a member of staff;
- When disembarking, be aware of traffic movement and direction.

Motorway service stops

- Follow instructions from staff regarding where you are allowed to go and how long you may spend in the service station;
- Remain inside the service area for the duration of the stop and ensure that you are back on the coach at the given time.

On the ferry, at the airport and on the railway station

- Ensure you understand the importance of remaining in your group at these busy locations;
- Ensure that you understand that timings are vital;
- Ensure that you understand security arrangements and limitations;
- Follow instructions from transport operator staff;
- Follow all instructions regarding being on boat decks;



- Visit shops in groups - never alone;
- Ensure that you stay back from the edge of railway platforms;
- Remember where the group is based and how to locate staff.

Staying in the hotel

- Ensure that you read all notices and understand all instructions regarding fire and safety procedures;
- Ensure that you understand the location of duty staff;
- Ensure that you understand any instructions regarding permission to leave the hotel;
- Ensure that you understand any instructions which limit your access to parts of the hotel, e.g. bar, casino, swimming pool;
- Ensure that you understand the dangers of balconies and any instructions regarding access;
- Ensure that you understand all instructions regarding access to other people's bedrooms;
- Ensure that you arrive on time for meals and meetings;
- Ensure that you understand any restrictions regarding the use of mobile telephones, taking pictures, internet access and viewing videos and DVDs.

Excursions

- Remain in your designated group;
- Know which member of staff is your nominated leader;
- When unaccompanied by staff, ensure that you understand any instructions and limitations;
- Ensure that you always carry your group leader's and/or trip leader's contact details in case of emergency;
- Stay together with your group during sightseeing and other times when you are not directly supervised. Members of a group are responsible for each other at all times. NB. **No learner should ever be alone.**

Failure to comply with this Code of Conduct may result in the implementation of sanctions.

If there is any other significant violation of the school rules, the group leaders reserve the right to consider sending the learner home, at the parents' expense.

Signed (Learner):

Print:

Signed (Parent):

Print:



Appendix 3 – Emergency Contact Crib Card

In the first instance call your base.

Academy Emergency Contacts

Name 1:

Telephone:

Name 2:

Telephone:

Academy Office Telephone:

The academy will call ESCC for support only if the above numbers fail.

The ESCC Incident/Emergency telephone number:

- (office hours) 01273 481316;
- (out of hours) 01273 819179.



Appendix 4 - Emergencies during Educational Visits

The Emergency Contact then Executive Headteacher (or pre-agreed nominee) should be immediately informed of any critical incident.

Initial Action by Emergency Contact

- Maintain a written record of your actions using the check list and attached log sheet;
- Be aware that all involved in the incident, those at the academy and you, may be suffering from shock or may panic;
- Offer reassurance and support;
- Find out what has happened;
- Obtain as clear a picture as you can - who informed you of the incident?
- Remind the group trip to follow the checklists in this policy;
- Record the details of the off-site activity/visit during which incident occurred.

Location of visit			
Name of trip leader (Who is at the incident?)			
Telephone number(s)			
Number of people on the visit	Learners		
	Teachers		
	Other adults		
Date and time of incident			
Location of incident			
What has happened?			
People affected	Name	Injury	Where they are / will be taken
Emergency Services involved and advice they have given			
Arrangements for learners not directly involved in the incident			
Other information and contact details			
Telephone Number(s)			



Log Keeping

How to write the log:

- Note all relevant facts in chronological order;
- Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear);
- If you make a mistake, cross it out with a single line | so that what is underneath is still visible, and initial it;
- Do not leave blank spaces - or if you do, rule them out with a line;
- Do not overwrite – if you make a mistake, cross it out, initial it and start again;
- Do not leave large blank spaces between words or between entries;
- Do not use correction fluid;
- Unused space after the end of a series of entries should be ruled through, then signed in full, dated and timed;
- Avoid approximations and abbreviations.



Appendix 5 - Educational Visits Checklist

Aide Memoire

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/trip leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit		YES	N/A
1.	Have the intended outcomes of the visit been clearly identified?	<input type="checkbox"/>	
2.	Is the visit appropriate to the age, ability and aptitude of the group?	<input type="checkbox"/>	
3.	Has there been suitable progression/preparation for participants prior to the visit?	<input type="checkbox"/>	
4.	Does the visit comply with any guidelines specific to your Establishment?	<input type="checkbox"/>	
5.	Does the visit comply with any specific LA guidelines? (see relevant sections)	<input type="checkbox"/>	
6.	If a member of colleagues is going to <u>lead</u> an adventurous activity, have they been assessed as competent?	<input type="checkbox"/>	<input type="checkbox"/>
7.	If using an external provider or tour operator, does the provider hold a LOTC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'?	<input type="checkbox"/>	<input type="checkbox"/>
8.	Are transport arrangements suitable and satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>
9.	If residential, have appropriate measures been taken to ensure the suitability of accommodation?	<input type="checkbox"/>	<input type="checkbox"/>
10.	If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Has a pre-visit taken place? (Normal procedure for most visits within the UK). If not, have appropriate additional checks been made?	<input type="checkbox"/>	
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).	<input type="checkbox"/>	
13.	Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability?	<input type="checkbox"/>	<input type="checkbox"/>
14.	Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?	<input type="checkbox"/>	
15.	Does the Trip leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?	<input type="checkbox"/>	
16.	Are all support colleagues aware of and comfortable with their roles?	<input type="checkbox"/>	
17.	Are all helpers aware of and comfortable with their roles?	<input type="checkbox"/>	
18.	If appropriate, has planning in EXEANT being shared with all colleagues?	<input type="checkbox"/>	
19.	Is insurance cover adequate?	<input type="checkbox"/>	
20.	Does at least one member of colleagues know the participants that are being taken away, including any behavioural traits?	<input type="checkbox"/>	
21.	Have participants been advised in advance about expectations for their behaviour? If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and colleagues?	<input type="checkbox"/>	
22.	Are participants aware of the nature and purpose of the visit?	<input type="checkbox"/>	
23.	Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained?	<input type="checkbox"/>	
24.	Have all relevant details been issued? (E.g. itinerary, kit lists, etc?)	<input type="checkbox"/>	<input type="checkbox"/>
25.	Are colleagues aware of any medical needs and/or other relevant details of participants?	<input type="checkbox"/>	
26.	Has parental consent been gained for colleagues to administer specific drugs/injections, and if necessary have named colleagues received appropriate training?	<input type="checkbox"/>	<input type="checkbox"/>
27.	Are colleagues aware of any relevant medical conditions of other colleagues/helpers within the group?	<input type="checkbox"/>	<input type="checkbox"/>
28.	Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment?	<input type="checkbox"/>	
29.	Is a first aid kit (appropriate to the visit) available?	<input type="checkbox"/>	

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? e.g. 'Plan B', and have these plans been risk assessed and parental consent been obtained?	<input type="checkbox"/>	
31.	For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Trip leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?	<input type="checkbox"/>	<input type="checkbox"/>
32.	Are full details of the visit at the LA establishment, or recorded on EXEANT, and if appropriate with the establishment's Emergency Contact(s)?	<input type="checkbox"/>	
33.	Are colleagues aware of the appropriate action to be taken in the event of accident, incident or emergency?	<input type="checkbox"/>	
34.	Is a weather forecast and/or other local information necessary, and are colleagues able to access this information and act upon it appropriately if necessary?	<input type="checkbox"/>	<input type="checkbox"/>
35.	If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising colleagues in advance of the visit?	<input type="checkbox"/>	<input type="checkbox"/>
36.	A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?	<input type="checkbox"/>	<input type="checkbox"/>
37.	Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?	<input type="checkbox"/>	<input type="checkbox"/>
38.	Does any specialist equipment conform to the standards recommended by responsible agencies?	<input type="checkbox"/>	<input type="checkbox"/>
39.	Have all financial matters been dealt with appropriately?	<input type="checkbox"/>	
40.	Has the visit been approved by the Head of Establishment and EVC, and in line with policy (where appropriate)?	<input type="checkbox"/>	
During the visit			
41.	Do all colleagues have a list of participants and groups <u>plus</u> emergency contact details and an Emergency Card (Trip leader) if out of the establishment's normal hours?	<input type="checkbox"/>	
42.	Does the establishment office have a list of the names of all participants, including adults? If out of hours, does the home contact have these details and an Emergency Card (Home Contact)?	<input type="checkbox"/>	
43.	Do colleagues have sufficient funds to allow for any contingencies?	<input type="checkbox"/>	<input type="checkbox"/>
44.	Do colleagues have any relevant literature, worksheets, clipboards, etc?	<input type="checkbox"/>	<input type="checkbox"/>
45.	Do colleagues have other items, e.g. first-aid kit, sick bags, litter sack, etc., if needed?	<input type="checkbox"/>	
46.	Are participant numbers being checked at appropriate times?	<input type="checkbox"/>	
47.	Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?	<input type="checkbox"/>	<input type="checkbox"/>
48.	Are participants aware of the procedure in areas where there is traffic? (e.g. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings?)	<input type="checkbox"/>	<input type="checkbox"/>
49.	Has a clear recall system been arranged if the group is working a way from you? Do participants understand this and will they be able to respond effectively?	<input type="checkbox"/>	<input type="checkbox"/>
50.	If a rendezvous for the group has been arranged after a period of time, does each participant and member of colleagues know exactly where and when to meet?	<input type="checkbox"/>	<input type="checkbox"/>
51.	Do participants know what action they should take if they become separated from the group?	<input type="checkbox"/>	
52.	Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?	<input type="checkbox"/>	
At the end of the visit			
53.	Are appropriate arrangements in force for the dismissal of participants?	<input type="checkbox"/>	
54.	Has the Trip leader reported back to the Educational Visits Coordinator?	<input type="checkbox"/>	<input type="checkbox"/>
55.	Has the group been debriefed and any relevant follow-up work completed?	<input type="checkbox"/>	<input type="checkbox"/>
56.	Have all loose ends been tied up, e.g. paperwork, finance, thank you letters, etc?	<input type="checkbox"/>	
57.	Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?	<input type="checkbox"/>	
58.	Have all colleagues and helpers involved in the visit been thanked for their input?	<input type="checkbox"/>	



Appendix 6: Risk Assessment Template

Visit title:		Likelihood (L)	X	Severity (S)
Trip leader:		Almost Impossible	1	Insignificant (minor injury, no time off)
Group:		Unlikely	2	Minor (injury and up to 7 days off)
Places being visited:		Possible	3	Moderate (injury causing more than 7 days off)
Activity:		Likely	4	Major (death or serious injury)
Visit Date:		Almost Certain	5	Catastrophic (multiple deaths)
Benefit of Activity:		Low = 1-8	Medium = 9-14	High = 15-25

What are the significant, foreseeable, hazards? (The dangers that can cause harm)		Current control measures (What is already in place/done)		Risk Rating		
				L	S	R
Sites/Environments being visited						
1						
2						
3						
Activities (including 'downtime')						
1						
2						
3						
Transport						
1						
2						
3						
Group						
1						
2						
3						



Persons at risk:	
Emergency Contact and Procedure:	

NOTE THE FOLLOWING:
Ongoing risk assessment – the most essential element: 1) Apply the control measures 2) Monitor how effective they are 3) Change, adapt, revise as required

Signature and Review	
Name of Trip leader:	Date:



Appendix 7: Pupil Data Sheet

Number	Name	Permission for trip	Emergency treatment permission	Medical condition	Dietary requirements	FSM	Transport home	Emergency Contact 1	Emergency Contact 1
1									
2									
3									
4									
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