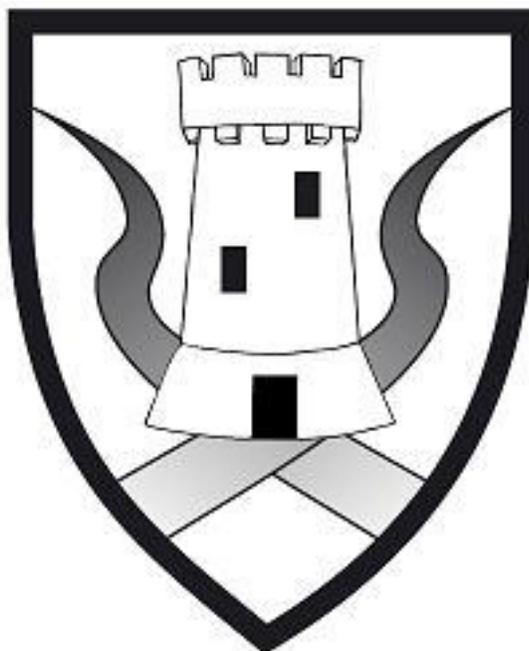


# Marlborough Primary School



## Learning Outside the Classroom Guidance

Written / Reviewed	May 2012	September 2014	June 2016
Governors	May 2012	October 2014	October 2016

This policy should be read alongside the School's Health and Safety, Behaviour and Charging and Remission Policies and the Local Authority's Learning Outside the Classroom Policy.

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## **Overview**

The Governors and staff acknowledge the great value of Educational Visits in broadening and enhancing both the learning and social experience of pupils. School visits benefit young people in many ways, including:

- Being able to apply a different range of skills than those used in the classroom;
- Enabling, supporting and complementing the work of the curriculum through experimental (first hand) and memorable learning;
- Assessing and managing risks (safety)
- Developing latent talents, abilities and interests, which can be motivational and have lifelong relevance.

Under statutory guidance which came into effect on 1<sup>st</sup> March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet DfE requirements and LA guidelines.

Our current EVC is **Mrs Harland**

To enable children and staff to gain a full and enjoyable educational visit it is **essential** that the following guidelines and policies are adhered to. Teachers, volunteers, pupils and parents all have responsibilities during the course of any off-site activity in which they are participating.

## **Approval for Visits**

**All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the EVC.**

Approval of day visits will usually be at the discretion of the EVC. Visits must be entered onto the EVOLVE on line system at least 4 weeks prior to the visit taking place.

However, visits which are either:

- Overseas
- Residential
- Involving an adventurous activity

will require the additional approval of Cheshire East Local Authority via EVOLVE on line approval. This must be submitted to the EVC at least 6 weeks prior to the residential visit who will then submit the visit to the LA at least 4 weeks prior to the visit for approval.

Major visits such as residential visits and those of an adventurous nature should be submitted as early as possible. Approval of the Governing Body is also required for visits of this type. It is the responsibility of the Group Leader to complete the necessary online forms and the accompanying Risk Benefit Analysis. It is the EVC's responsibility to check that all the necessary paperwork has been completed before submitting the online forms to the

Headteacher for approval. The Headteacher then forwards the forms to the LA for final approval.

Parents should always be made aware when their children are leaving the school premises. Even for a local walk, which is theoretically covered under the consent form parents sign when their child starts school, parents should be sent a brief note explaining the offsite activity.

## **Planning**

### **Short or Day Trip**

#### **Prior to the visit:**

- Identify the key objectives for the visit.
- Thoroughly research all activities to ensure the suitability of the venue, facilities and any third party provision. Ideally this should involve a pre visit (see p 8)
- Make provisional bookings for your trip – place, transport, cost etc.
- Complete the necessary Risk Benefit Analysis including staffing ratios and submit the visit on EVOLVE. **THE EVC CANNOT APPROVE A TRIP UNTIL THE RISK BENEFIT ANALYSIS HAS BEEN RECEIVED AND APPROVED.**
- Await approval from the EVC via EVOLVE.
- Inform parents of the visit including objectives, any costs and request for parental volunteers if needed. Ensure parents understand contributions are voluntary if the trip is part of the curriculum but may be cancelled if there is insufficient financial support. Include a parental permission slip for the visit.
- Confirm your provisional bookings.
- Keep a list of permission slips. Children cannot attend a trip without parental permission.
- Keep a note of financial contributions. Be sensitive when following up missing contributions remembering these are voluntary. Be prepared to write to parents cancelling the trip if insufficient money is received.

### **Residential Trip**

#### **Prior to the visit:**

- Identify the key objectives for the visit.
- Thoroughly research all activities to ensure the suitability of the venue, facilities and any third party provision. Ideally this should involve a pre visit (see p 8).
- Make provisional bookings for the trip.
- Send letter home inviting parents to a meeting about the trip. This should be done as soon as possible before the planned date of the visit to allow for payment plans. It is often possible to combine this meeting with the class information meeting at the start of the autumn term.
- Send a follow up letter home detailing trip objectives, an outline of the programme and cost/payment options. Ensure that parents are made aware that refunds may not be given in the event of the parents cancelling.
- Identify suitable accompanying adults who **MUST** hold an enhanced DBS. Our school expectation is that a qualified first aider must be present for residential visits. There

should be at least one adult from each sex for mixed groups, ideally a member of staff or volunteer from the school. If this is not possible, a note should be made on the Risk Benefit Analysis form. It may be possible to refer to a member of staff from a venue if necessary.

- Enter the trip onto EVOLVE and submit to the EVC. This needs to be done at least **6 weeks before** the residential visit. Ensure you include a Risk Benefit Analysis. **THE EVC CANNOT APPROVE A TRIP ONLINE UNTIL THE RISK BENEFIT HAS BEEN RECEIVED.**
- The EVC will then check the documentation and forward it to the Headteacher who then forwards it to the LA (at least 4 weeks before the trip).
- Keep an eye on EVOLVE so you can see when your trip has been approved. Be prepared to add additional information or make adjustments if required.
- Confirm your provisional bookings giving accurate information about numbers of staff, volunteers and pupils.
- Obtain parental and medical permissions for the visit using the relevant form.
- Obtain medical information for all accompanying adults using the relevant form.
- Send out kit list and final arrangements to pupils.
- Send out kit list, final arrangements, medical information, groups and risk assessments to accompanying adults.
- Send medical and dietary information to the venue(s).
- Once it has been approved, please print off the visit summary form from EVOLVE (obtainable by clicking the 'view' button) and give to the person you've nominated as the 'Home Contact' for your visit.
- The Group Leader should ensure they have all the necessary emergency contact lists and telephone contacts for pupils and accompanying adults.
- Give copies of emergency contacts to the school office.

#### **During the Visit (both short and residential):**

- Nominate a first aider if not already done (see p 9 for details)
- Collect first aid kit(s) and accident forms.
- Collect or send pupils for asthma inhalers (including school emergency inhalers), epi pens, diabetes equipment etc.
- Brief supervising adults. A booklet for parent helpers can be really useful if you expect them to point out particular things or ask specific questions.
- Give supervising adults their group list if not previously done.
- Ensure that at least one supervising adult is contactable by mobile phone, preferably the school mobile. If using a personal mobile, ensure that the school office has the number.
- Count pupils before you leave school and at regular intervals during the day.
- Evaluate the visit and place on EVOLVE. Forward any accident forms to the EVC. These must be stored in line with the school's retention policy.

#### **'Plan B'**

Despite the most detailed pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive,

museum have lost booking etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any foreseeable eventuality.

### **Roles and responsibilities**

#### **The Governing body needs:**

- To ensure that the Head Teacher and the EVC have adhered to the LA guidelines.
- To ensure that residential and overseas visits are approved as necessary by the LA.
- To agree to all residential visits, trips abroad and those involving outdoor and adventurous activities. In these instances, to ensure that bookings are not completed until external providers have met all the necessary assurances.
- To ensure that that all aspects of risk management have been considered and that risk benefit analysis for travel, accommodation and activities have been carried out prior to departure. It is not expected that Governors should become directly involved in risk benefit analysis and related matters unless they have an appropriate competence.
- Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? Why is a particular venue being used? Is the visit inclusive for all students? Is the visit value for money?
- To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints.
- To review the LOtC policy and procedures including incident and emergency management systems.

#### **Headteacher should ensure that:**

- The Educational Visit Co-ordinator (EVC) is competent to oversee the coordination of all off-site education, and support the EVC in attending relevant training courses.
- Visits comply with regulations and guidelines provided by the LA, school's governing body and the school's own health and safety policy.
- The group leader is competent to monitor risks and supervise the trip throughout the visit.
- Adequate child protection procedures are in place.
- All necessary actions have been completed before the visit takes place.
- The risk benefit analysis has been completed and appropriate safety measures are in place.
- Group leaders are allowed sufficient time to organise visits properly.
- Non staff helpers on the visit are appropriate to supervise children.
- Ratios of staff to pupils are appropriate.
- The LA or governing body has approved the visit if necessary.
- Parents have signed consent forms.
- Arrangements have been made for the medical and special educational needs of the pupils.
- Adequate first aid provision will be in place.
- The mode of transport is appropriate.
- Travel times out and back are known in school.

- There is adequate and relevant insurance cover.
- They have the address and phone number of the visits venue.
- A school contact, usually the Head Teacher, has been nominated and the group leader has the details.
- The group leader, helpers and nominated contact have a copy of agreed emergency procedures.
- The group leader, helpers and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers and other helpers next of kin.
- There is a contingency plan for any delays including a late return home.

**All staff must:**

- Conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils.
- Inform the visit leader if they are unsure of their ability to perform any supervisory function requested of them.
- Recognise the limits of their responsibilities and act within those at all times.
- Report to the visit leader any concerns they may have regarding pupil behaviour and well-being during the visit.

Greater levels of responsibilities will normally be assigned to teachers than to other adult helpers and a higher standard of care is expected of them.

**Responsibilities of Nominated Group Leader:**

Group leaders, who must be a member of the teaching staff but not an NQT, have a common law duty of care towards the pupils in their charge. Group leaders must recognise their responsibilities by:

- Obtaining the EVC's prior agreement before any off-site visit using EVOLVE.
- Following LA and governing body guidelines.
- Appointing a deputy (preferably another teacher, but definitely another member of school staff).
- Pre-visit the site if possible.
- Clearly define each helper's role and ensure all tasks have been assigned.
- Be able to control and lead pupils of the relevant age group.
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place.
- Be aware of child protection issues.
- Ensure adequate first aid provision is in place.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents.
- Undertake and complete a comprehensive risk benefit and have ownership of the risk benefit analysis.
- Ensure that teachers and helpers are fully aware of what the proposed visit entails.
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.

- Ensure staff pupil ratio is appropriate for the group.
- Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency.
- Ensure all helpers have details of the school contact.
- Ensure that all helpers have details of the medical or special needs of the pupils.
- Evaluate the trip after the event and forward all paperwork to the EVC via EVOLVE.
- Forward any accident forms to the EVC. These must be stored in line with the school's retention policy.

### **Teachers**

Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances.

They should:

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

### **Adult Volunteers**

Additional adults on the visit should be clear about their roles and responsibilities during the visit. The visit leader should address the fact that, where a volunteer is a parent or has a close relationship with a pupil, this could compromise the visit leader's plans for group management.

They must:

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk benefit.
- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline.
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.

### **Pupils**

The group leader must make it clear to pupils that they must:

- Not take unnecessary risks.
- Follow the instructions of the leader and other helpers including those at the venue.
- Dress and behave sensibly and responsibly.
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.

**Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.**

If the group leader feels that such action may be necessary, first speak to the school EVC or the Head Teacher. Advice from the LA may be sought.

### **Parents**

Parents should be able to make an informed decision on whether their child should go on a visit.

The group leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions.

Parents should reinforce the expected codes of conduct with their child.

Parents should also be asked to agree the arrangements for sending a pupil home early and **need to understand that they would be expected to pay any costs involved.**

Parents may exercise their right not to allow their children to take part in a visit.

Under these circumstances the school must make alternative arrangements to educate that child. **The refusal of the parent not to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school for the day.**

Parents will need to:

- Provide the group leader with emergency contact numbers.
- Sign the consent form.
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

### **Risk Benefit Analysis**

Risk Benefit Analysis for school visits have three levels:

1. Generic activity risk assessments, which are likely to apply to the activity whenever it takes place.
2. Visit/site specific risk assessments, which will differ from place to place and group to group.
3. Ongoing risk assessments that take account of e.g. illness of staff or pupils, changes of weather, availability of preferred activities.

### **Pre-Visits**

In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit, even when the visit is made regularly, risks should be reassessed from time to time. When undertaking risk assessment, a number of variables need to be taken into account:

- the number of pupils involved.
- the age of the pupils, their sex, ability and general behaviour.
- the special educational or medical needs of the pupils.
- the previous experience of the group undertaking off-site visits.
- the time of day and time of year.
- the travel arrangements.
- the hazards at the environment being visited.
- the numbers, experience and quality of staff and volunteers.
- the nature of the activities.
- the quality and suitability of available equipment.
- seasonal weather conditions.
- emergency procedures.
- how to cope when a pupil becomes unable or unwilling to carry on.
- the need to monitor the risks throughout the visit.

Every effort should be made to ensure the visit/activities are available and accessible to all, irrespective of any 'protected characteristic' as defined in The Equality Act 2012.

### **First Aid**

A first aid kit should always be carried.

For children in the Early Years Foundation Stage (EYFS), there is a statutory requirement that at least one person who has a current paediatric first aid certificate must accompany children on outings.

Qualified first-aiders may not be necessary for all off-site activities and visits. However, a basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:

- Has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group.
- Knows how to access, and is able to access, qualified first aid support.

Off-site provision should simply be an extension of the schools usual first aid provision. The determination of the appropriate requirements should take into account:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activity.
- The extent to which the group will be isolated from the support of the emergency services (both in terms of distance and response time).

### **Staff/Pupil Ratios**

*The following is based on National Guidance:*

*“Activity and Visit Leaders must ensure that young people are supervised in accordance with the principles of “Effective Supervision”, requiring them to take account of:*

- *The nature of the activity (including its duration).*
- *The location and environment in which the activity is to take place.*
- *The age and gender (including developmental age) of the young people to be supervised.*
- *The ability of the young people (including their behavioural, medical, emotional and educational needs).*
- *Staff competence.*

*Ratios are a risk management issue, and should be determined through the process of risk assessment.*

*A useful framework for assessing requirements for ratios and effective supervision is **SAGED**:*

- *Staffing requirements – trained? experienced? competent? ratios?*
- *Activity characteristics – specialist? insurance issues? licensable?*
- *Group characteristics – prior experience? ability? behaviour? special and medical needs?*
- *Environmental conditions – like last time? impact of weather? water levels?*
- *Distance from support mechanisms in place at the home base – transport? residential?*

Governors at Marlborough have agreed the following ratios as a starting point:

EYFS – 1:5

Years 1 and 2 – 1:6

Year 3 residential – 1:8

Other KS2 – 1:10

1:1 support may be required for pupils with SEND.

Where there is more than one teacher on the visit a group leader should be appointed who has the authority over the whole group.

When parents are taken on visits they should be carefully selected. They must be fully briefed before the visit.

It should also be noted that for the protection of both adults and pupils adults should ensure that they are not alone with a pupil whenever possible.

All adults on a visit should clearly understand their roles and responsibilities at all times.

It should always be clear that the teacher is responsible for the group at all times.

### **Emergency Procedures**

Teachers in charge of visits have a duty of care to make sure that their pupils are safe and healthy.

They also have a common law duty to act as a reasonably prudent parent would.

Teachers should not hesitate to act in an emergency and to take life saving action in an extreme situation.

If an accident happens the priorities are:

- To assess the situation.
- Safeguard the uninjured members of the group.
- Attend to the casualty(ies).
- Inform the emergency services.
- Inform school or the home contact.
- Inform the LA if not done by school/home contact. See appendix for numbers.
- Ensure that a teacher or member of school staff accompanies any casualties to hospital if necessary and that the rest of the group are supervised.
- Notify the police if needed.
- Ascertain telephone numbers for any future calls.
- Write down accurately all relevant facts and witness details and preserve all vital evidence.
- Keep a written account of all events, times and contacts after the incident. Complete an accident report form as soon as possible
- No one in the group should speak to the media and no names should be provided.
- No one in the group should discuss any legal liability with other parties.

In an emergency the group leader would usually take control of the situation.

The home contact's main responsibility is to link the group with the school and to provide assistance as necessary. This named person should have all the information about the visit.

### **Transport**

Office staff are happy to book suitable coaches to transport pupils which must be fitted with seatbelts.

The use of cars should generally be discouraged but if used, the following should be adhered to:

- The car should be roadworthy.
- The driver has the appropriate license.
- The driver has the appropriate insurance.
- Drivers ensure pupils wear seat belts and sit in booster seats if necessary.
- Parents or any other adults who are not employees should never be in a position where they are left alone in a car with a single child and a central dropping off place is arranged.

School has a form for drivers to complete prior to transporting children.

### **Insurance**

School purchases Educational Visits insurance through Zurich Municipal. It may be necessary to inform insurers of certain activities; please check with the School Business Manager.

## Appendix 1

### LA contacts:

#### Strategic Lead for LOtC and Educational School Visits for Cheshire East Council

Jan Turley

Dalton House

Dalton Way

Middlewich

CW100HU

Telephone: 01606 685966

Email [Jan.Turley@cheshireeast.gov.uk](mailto:Jan.Turley@cheshireeast.gov.uk)

#### Critical Incidence Telephone numbers

Office hours: 01265 374244

Outside normal office hours: 01270 686577 (24 line)