Learning Outside the Classroom (LOtC) Policy

Approved by:	Governors	Date:	January 2024
Last reviewed on:			
Next review due by:	January 2027		

Contents

Aims and Principles 3

Introduction 3

Roles and Responsibilities 4

The Governing Body 4

The Head Teacher 4

The Educational Visits Co-ordinator (EVC 4

The Group Leader/ Residential Group Leader 4

Office/Admin Support Team 5

Pupils 5

Guidance Notes for Off-Site Educational Visits 6

Parental Consent - 6

EVOLVE Off-site Activity Monitoring 6

Evaluation Report 6

Transport 8

Communication with parents 8

Further health and safety considerations 9

Visit Plan 9

Supervision ratios 10

Other Policies and Procedures 11

Residential Visits 11

Overview 11

Roles and Responsibilities on a Residential Trip 12

Risk Assessment 15

Exploratory visit 15

First Aid 16

Medicines and First Aid - Parent/Carer Responsibilities 16

Medicines and First Aid - School Procedures 16

Medicines and First Aid - Off-site Procedures 16

Supervision 17

Photography 17
Preparing Pupils 18
Pupils with additional needs 19
Inclusion of pupils whose gender identify is different to their biological gender 19
Communicating with Parents/Carers 19
Communication, Social Media and Website Use 20
Emergency planning for Offsite critical incident 20
Appendices 21

Aims and Principles

Introduction

1. Introduction

1.1 Bramber Primary School provides many opportunities for its pupils to learn and develop through Learning Outside the Classroom (LOtC) activities and visits and recognise the key role they play in the development of an active curriculum. This encompasses both on-site and off-site learning, residential activities, environmental studies, sports, physical and cultural activities and adventurous activities. Our aim is to ensure every member of our school community accesses LOtC activities throughout their curriculum and that LOtC is considered as an educational entitlement. This is evident in our curriculum intent.

1.2 The value of LOtC activities and visits are well recognised by the Governing Body and fully supported throughout the school by all staff. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. The safety culture is such that children and young people are encouraged and supported to recognise hazards and manage risk in a way that supports their learning and development. Learning Outside the Classroom must be well managed with information communicated and responsibilities recognised as with any other learning that takes place within the school.

1.3 This document outlines the specific policies and procedures for Bramber Primary School. It supplements and follows the advice and guidance contained within the following significant publications:

- WSCC's Regulations and Notes of Guidance for Learning Outside the Classroom Activities and Visits.
- WSCC's Adventurous Activities Reference Document.
- The Department for Education (DfE) published guidance Health and Safety on Education Visits www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits
- OEAP National Guidance www.oeapng.info.
- DfE advice on health & safety: responsibilities and duties for schools https://www.gov.uk/government/publications/health-and-safety-advice-for-schools
- The Health and Safety Executive statement: "School Trips and Outdoor Learning Activities - Tackling the Health & Safety myths. available at: http://www.hse.gov.uk/services/education/school-trips.pdf

Roles and Responsibilities

- Every person has a duty of care for the welfare and safety of all children/ young people taking part in the Educational/Off Site visit.
- Every person has a duty to stop or curtail any activity when it is considered that unsafe practice has been observed.
- Every adult accompanying the visit must have a role.

The Governing Body satisfies itself that the appropriate procedures, risk assessments, and control measures are in place and that the documented guidance notes are being followed. The curriculum plan for the year is presented to Governors in the Autumn term and off-site visits are approved and recorded in the minutes of the Governing body and amended through the year.

The Head Teacher -is delegated by the Governing Body to approve all off-site educational visits of a perceived low risk, local, daily or regular nature.

The Educational Visits Co-ordinator (EVC) -ensures that all off-site activities follow the correct procedures and checklists are completed for the EVC to approve.
The EVC will approve the group leader for every visit and monitor the written risk assessments to ensure good practice. In addition, the following responsibilities and duties are undertaken:

- Support the group leader in identifying the purpose for the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers. (It is important to consider the continuing professional development needs of staff engaged in these activities. Resources will need to be made available.)
- Ensure that Criminal Records Bureau disclosures are in place where necessary.
- Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event.
- Keep records and make reports of accidents and "near misses"
- Review and regularly monitor procedures
- Liaise with the WSCC Outdoor Education Adviser where necessary to ensure the proposed visit complies with the WSCC regulations.

The Group Leader/ Residential Group Leader must have had previous experience of off-site visits and be judged as being competent. They are responsible for identifying the purpose of the visit and following the school's planning checklist. A risk assessment is necessary for all off-site visits. Significant risks and their control measures will need to be recorded and filed with the EVC through WSCC EVOLVE.

This will take account of:

- Generic risks (Ref: Local Authority's Regulations and Notes of Guidance for Off-site Activities).
- Event Specific Risks as identified from a pre-visit or thorough knowledge or experience of the environment, accommodation, the leader's competence, the group and other factors such as transport.

- On-going risks identified by the professional staff responding to changing circumstances and the success of planned activity and procedures. The participants and staff will be fully briefed on the purpose and the risk assessment control measures.

The safety of the group is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.

Office/Admin Support Team will support the EVC and Group Leader/Residential Group Leader with the admin of the trips, including the booking of trips; information letters; parental consent; travel arrangements; parent meetings and first aid and medical requirements.
If necessary, check DBS of additional adults, after instruction from the Group Leader.

Other teachers and adults involved in a residential educational visit
Teachers on school-led residential visits act as employees within the terms and conditions of their employment contract. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governing Body as some of their time on the residential visit will fall outside normal hours. Because some of this time falls outside of normal hours, a day in lieu if offered to all staff involved in residentials of two or more nights and half-a-day in lieu to all staff involved in a one night residential. This time off in lieu must be taken within the academic year.

Teachers and other adults on the visit must:

- Undertake to fully familiarise themselves with all aspects of the visit to include educational outcomes and risk assessments;
- Ensure the health and safety of everyone in the group;
- Ensure they follow the instructions of the Group Leader and help with control, discipline and attainment of learning outcomes. Non-teachers will not have sole charge of pupils except where risks to health and safety are minimal;
- Cease any activity if they think the risk to the health or safety of the children in their charge or adults is unacceptable.
- Refer to and use the school behaviour policy;
- Gain further advice from the Group Leader or EVC if necessary.

Pupils are encouraged to consider risks involved in an off-site educational activity and to assist in the design of appropriate risk management strategies that support their learning. They will be fully aware of the purpose of the visit and understand expectations of behaviour. The children/young people must:

- not take any unnecessary risks
- follow the instructions of the leader and other supervisors including those at the venue of the visit

- dress and behave appropriately and responsibly
- be respectful to all, including members of the public they may encounter
- look out for anything that might hurt or threaten themselves or anyone in the group and inform the group leader or supervisor.

Guidance Notes for Off-Site Educational Visits

To ensure proper good practice and compliance with the necessary regulations it is expected that all group leaders will familiarise themselves with the published advice and guidance.
In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits such as games matches need to be planned ahead also. It may be possible to approve a series of events on a termly basis.
The costing of off-site activities should include any of the following that apply;

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;

Parental Consent – Copies of parental consent should be available for the Emergency Contact and the Group Leader to take on the visit. The Group Leader and accompanying staff should have mobile phones to contact school in the event of an emergency.
For residential visits, parents must:

- provide the EVC with emergency contact number(s)
- sign the consent form
- give the EVC information about their child/young person's emotional, physiological and physical health which might be relevant to the visit
- agree the arrangements for sending a child/young person home early and who will meet the cost.

EVOLVE Off-site Activity Monitoring.

(Educational Visits Online Virtual Environment)
All off-site visits must be approved through EVOLVE.
An EVOLVE form must be filled in and submitted to the EVC. This must be completed for all visits. It will need to be signed by the EVC and for residential visits submitted to the LEA (Area Education Office) at least one month in advance. These types of off-site activity also need the Governing body's approval. This form can achieve School Journey Insurance cover which is mandatory for this type of activity.

Evaluation Report: On return the Group Leader must add an evaluation on EVOLVE and, where necessary, a report should be completed in order to inform the school for future visits and about a

'near miss' or where an incident took place but fortunately did not require the completion of the Accident/Incident report form.

A Risk Assessment form must be completed and lodged with the EVC through EVOLVE.
A Risk Assessment identifies hazards that may cause harm and then identifies the control measures that will reduce the risk to acceptable levels.
Risk Assessments are a legal requirement and should be recorded and reviewed.
Risk Assessments illustrate good practice forethought planning and collective expertise. They are most effective when discussed with colleagues before writing and during recording.
Generic Risk Assessments must be used in conjunction with Site Specific Risk Assessments and the Authority's Health and Safety Policy document. The Visit Leader should then ensure that those Risk Assessments are appropriate, or should make any necessary additions or changes. The dated signature by the Visit Leader confirms that all staff/adults on the visit have read, understood and adopted the written Risk Assessment.

There are six Key areas identified where potential hazards may occur:
People: Type of group & Staffing.
Context: Equipment & Venue/Environment
Organisation: Travel & Emergency Procedures

External providers will have their own risk assessment documents that can be used to help in this process. For certain activities an Adventurous Activity Licence is legally required (See the LEA guidance or www.aala.org.uk). If this is the case their licence number need only be quoted instead of actually requiring copies of their risk assessment documents.
A comprehensive risk assessment must be carried out by the group leader before the proposed visit. It will assess the risks which might be encountered on the visit and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

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

A risk assessment must also cover transport to and from the venue. Coach companies used should have appropriate health and safety measures in place, including:

- the provision and required use of seat belts;
- the vetting of drivers by the police;
- insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

The group leader will double-check that all adults helping to supervise the trip have been subject to DBS. The School Business Manager will support the group leader with these checks.

Transport

Transport arrangements will allow a seat for each member of the party. It is the school's policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

Bus/Coach Hire

The operator must hold a PSV licence, appropriate to the type of vehicle and/or nature of the journey being undertaken. Every passenger must have their own seat. All coach seats must be fitted with seat belts.

Staff, Parents/Carers Vehicles

At least two member of staff must travel in the car with the children when a member of staff is driving. Where private cars are used for transport, the group leader is responsible for checking that the insurance of each driver covers such journeys. The school office is responsible for keeping copies of insurance documents. When the school arranges for parents to transport children other than their own, we must ensure that they are DBS checked or have an additional adult from school in the car.

Parents/carers must have consented to their child/ren being transported in this way. Vehicles must be fitted with seatbelts. Booster seats must be used as required by the law.

Minibuses

Any person driving a minibus must hold a Category D1 entitlement on their driving licence.

All seats must be forward-facing and fitted with seat belts. Trailer use must comply with national licence requirements.

Taxis

We will only used a reputable, local taxi firm. We will need to ensure that they can provide the relevant written insurance documentation for our records. The school office is responsible for keeping copies of insurance documents. The booking must also be in written form. At least one member of staff must travel with the children. No children to travel in the front passenger seat. Vehicles must be fitted with seatbelts. Booster seats must be used as required by the law.

Communication with parents

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit.

Parents must give their permission before a child can be involved in any off-site activities.

For information on funding for off-site activities, please refer to our Charging and Remissions Policy 2019. Payment for offsite experiences, must be made clear to parents in all correspondence about an educational visit at the planning stage.

The timetable for the payment of contributions should allow for the EVC/Head Teacher to make a decision about the financial viability of the activity in reasonable time.

Texting or emailing to parents will be used to inform parents upon the imminent return of their child on a day trip and a daily whole group, generic update to parents on a residential trip.

Further health and safety considerations
All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.
Before a party leaves school the school office must be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.
Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others the party leader should discuss with the Head Teacher the possibility of excluding that child from the activity. The parents of that child must be involved at all stages if this is being considered.

Visit Plan

The visit plan for intended educational visits should consider the following:

- risk assessment;
- report on preliminary visit;
- applications for approval of visit;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan (if applicable);
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;
- guidance for the emergency contact and Head Teacher;
- medical questionnaire returns;
- first-aid boxes.

Supervision ratios

The supervision ratios need to meet the requirements summarised in the table below though these are minimum ratios and the group leader must consider the children/young people involved, the type of activities, the site and the experience and competency of the supervising adults.

Supervision ratios for non-hazardous ventures

An activity should normally have sufficient adults taking part to provide the following minimum ratios:
1 adult to between 10 and 15 pupils in Years 3 to 6;
1 adult to 10 pupils in Years 1 to 2;
1 adult to 6 pupils in Early Years.

The above ratios are minimum requirements, and may not provide adequate supervision in all cases. If in doubt take more adults than required!

Activity	Qualifications/ staffing	Ratios	Notes
Off-site swimming	An experienced group leader other qualified leader(s) (numbers as required) other responsible adult(s) in support.	Minimum, 2 on coach. At pool, follow detailed risk assessments from Splashpoint and school.	EVOLVE form needed.
Off-site sport competitions - to and from school	An experienced group leader; this can include PE Teacher. other qualified leader(s) (numbers as required) other responsible adult(s) in support.	Minimum, 2 on coach. More adults needed depending upon the number of children in the group.	Local Area EVOLVE form completed termly for upcoming events.
Off-site sport competitions - parents providing transport	An experienced group leader; this can include PE teacher. other qualified leader(s) (numbers as required) other responsible adult(s) in support.	Depending upon the number of children in the group. At some events, parents will attend. If parents will not attend, staff ratio reflects age of children and number in group.	
Local visits - in the local area, close to support from the school base.	An experienced group leader other qualified leader(s) (numbers as required) other responsible adult(s) in support.	Minimum, 2 on coach. More adults needed depending upon the number of children in the group.	EVOLVE form needed

Vehicle transport to and from site.			
Local visits – in the local area, close to support from the school base. Walking to and from site.	An experienced group leader other qualified leader(s) (numbers as required) other responsible adult(s) in support.		Local Area EVOLVE form needed
Day visits – away from Worthing area.	An experienced group leader other qualified leader(s) (numbers as required) other responsible adult(s) in support.	See above ratio	EVOLVE form needed
Residential visit, UK or abroad, and visits abroad. **See Section 4 for further information about residential visits**	An experienced group leader other qualified leader(s) (numbers as required) other responsible adult(s) in support.	See above ratio	EVOLVE form needed

Other Policies and Procedures

In addition to this policy the visit leadership team will apply existing school policies to this visit, if these have been adapted this will be recorded on planning documents:

Safeguarding
Medicines Policy
Behaviour Management
Staff Handbook
Individual EHCPs, Care Plans, Behaviour Plans etc.
Incident reporting
Health and Safety Policy
Curriculum

Residential Visits

Overview
Children in Key Stage 2 have the opportunity to take part in a residential visit. The residential visit enables children to take part in outdoor and adventure activities as part of the Key Stage Two PE curriculum, as well as having links with RHE, science and geography and to reinforce our Bramber Values. We undertake this visit only with the written agreement of the LA. Qualified instructors are provided for all specialist activities that we undertake. As of July 2023, the

residential trips offered to children at Bramber are a one-night stay at Lodge Hill in Year 4; a one-night camp at school in Year 5 and four-night stay at Bowles in Year 6.

The following guidelines support planning and implementation of residential educational visits at Bramber Primary School.

Roles and Responsibilities on a Residential Trip

Head Teacher/ Educational Visits Coordinator Responsibilities

The Head Teacher/Educational Visits Coordinator will endeavour to ensure that:

- A suitable Residential Group Leader is appointed. A member of the Senior Leadership Team will also attend.
- All required actions have been completed before the visit begins;
- Risk assessment templates are completed and authorised prior to the residential visit taking place;
- Any identified training requirements, pertinent to the nature of the residential educational visit, have been met;
- The Residential Group Leader has experience in managing, supervising and controlling the age groups going on the visit and has the skills to organise the group effectively;
- The Residential Group Leader and/or other supporting adults have the relevant skills, qualifications and experience if acting as an instructor;
- The Residential Group Leader and other supporting adults are aware of school's policies and protocols for off-site emergency situations (e.g. child missing/ absconded);
- All supervisors on the visit are appropriate people to supervise pupils and have appropriate vetting clearance. All supervisors/supporting adults accompanying pupils on residential visits will have DBS vetting check clearance.
- The Governing Body have approved the visit;
- Signed parental consent forms are completed for all pupils;
- Agreed arrangements have been made for all known medical and special educational needs;
- The mode of travel is appropriate, safe and risk assessed;
- Expected travel times, both departure and return are known and monitored;
- There is adequate and relevant insurance cover;
- Full details of the visit venue including the address, phone number and a contact name will be retained in School;
- There is a register of all the adults and pupils in the travelling group with the contact details of parents/guardians, staff and volunteers' next of kin. A copy will be retained in School.

The Residential Group Leader

A nominated qualified teacher will be appointed by Mrs Tracy Scott (Head Teacher) as Residential Group Leader. They will have overall responsibility for the supervision and conduct of the visit. The Residential Group Leader will:

- Adhere to the School's Residential Educational Visit planning process;
- Appoint a deputy leader who will be fully briefed in all aspects of the visit;
- Be able and experienced in working with pupils of the relevant age range;
- Be conversant in the good practice for all activities;
- Be suitably qualified if instructing an activity;
- Undertake and complete the planning and preparation of the visit including the briefing of supporting adults and parents/guardians;
- Undertake and complete comprehensive risk assessments;
- Have regard to and monitor the health and safety of the group at all times;
- Know all the pupils proposed for the residential visit to assess their suitability. This may include creating individual pupil plans for pupils who present a known elevated risk e.g. a pupil who has previously absconded from an educational visit;
- Observe the guidance set out for teachers and other adults below;
- Ensure that pupils understand their responsibilities.

Other teachers and adults involved in a residential educational visit

Teachers on school-led residential visits act as employees within the terms and conditions of their employment contract. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governing Body as some of their time on the residential visit will fall outside normal hours.

Teachers and other adults on the visit must:

- Undertake to fully familiarise themselves with all aspects of the residential visit to include educational outcomes and risk assessments;
- Ensure the health and safety of everyone in the group;
- Care for each individual pupil as would any reasonable parent/carer;
- Ensure they follow the instructions of the Residential Visit Leader and help with control, discipline and attainment of learning outcomes. Non-teachers will not have sole charge of

pupils except where risks to health and safety are minimal. Refer to and use the school behaviour policy;

- Cease any activity if they think the risk to the health or safety of the children in their charge or adults is unacceptable. At such a point consideration will be given by the Residential Group Leader to ceasing the residential visit. In such cases the Residential Group Leader will liaise with Mrs Tracy Scott (Head Teacher).

Pupil Responsibilities

The Residential Visit Leader will prepare pupils prior to the visit to ensure they understand that:

- They must follow the instructions of the Residential Visit Leader and other supporting adults;
- They dress and behave sensibly and responsibly;
- They know who to talk to/seek help from if they are worried or concerned;
- They should not undertake any task/action that they may endanger themselves or the group.

Any children whose behaviour may be considered to be a danger to themselves or to the group will not be permitted to attend or take part in particular activities, if risk assessed by the Residential Group leader.

Parents/Carers

The Residential Group Leader will ensure that parents/ carers are given full information about the purpose and details of the residential visit. Parents/carers will be invited to a meeting prior to the residential visit. The Residential Group Leader will also inform parents/carers how they can help prepare their child for the visit.

Parents/guardians must:

- Sign the Residential Visit Consent Forms;
- Provide the Residential Group Leader with two named emergency contacts & telephone numbers;
- Give the Residential Group Leader all known relevant information about their child's health which might be relevant to the visit.
- Where there are known health requirements, parents / carers must ensure the school has the appropriate medication e.g. inhalers, EpiPens. Where the School does not have the required medication for a pupil with known health requirements, such children will not be allowed to participate in the planned residential visit.
- Communicate to class teachers or the Residential Group Leader any concerns they have for their child: physically, socially or emotionally.

Risk Assessment

Thorough risk assessments will always be carried out prior to the visit. These risk assessments will include the following considerations:

- Identification of known/possible risks;
- Detail safety measures needed to reduce risks to an acceptable level;
- Emergency procedures;
- Acceptable ratios of adults to children for this visit.
- Additional measures needed for certain activities e.g. canoeing, skiing.

The Residential Visit Leader and those adults supporting on site will continually reassess the risks throughout the residential visit and take appropriate action where required to ensure pupil/adult safety.

When assessing the risks consideration will be given to:

- The type of activity and the level at which it is being undertaken;
- The location;
- The competence, experience and qualifications of supervisory staff;
- The group members' age, competence, fitness and temperament;
- The supporting adults' competence;
- Children with special educational or medical needs;
- The quality and suitability of available equipment;
- Seasonal conditions, weather and timing.

Exploratory visit

Where feasible, the Residential Group Leader or nominated person will undertake an exploratory visit before the first trip, or if there is are any changes or additions to the site since the last visit:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit;
- Assess potential areas and levels of risk;
- Ensure that the venue can cater for the needs of the staff and pupils in the group;
- Ensure that the Residential Group Leader and/or participating adult are familiar with the area/venue. Although unlikely to arise, in exceptional circumstances where it is not feasible to carry out an exploratory visit, contact will be made with the venue to seek assurance about

the venue's appropriateness for the visiting group. This will include obtaining the venue's risk assessments for review.

- Please note it is unlikely the Governing Body will sign off a residential visit without the secure knowledge gained from a site visit.

First Aid

First Aid provision should be considered as essential when assessing the risks of a residential visit. A minimum of one member of school staff trained in first aid will accompany the visit. The Residential Group Leader will ascertain the first aid provision available from the site and report to the Head Teacher in order for an informed decision to be made regarding additional qualified school staff attendance. All adults supporting the residential visit will be advised how to contact emergency services and procedures for liaising with the school should an emergency occur.

The minimum first-aid provision is:

- At least one suitably stocked first-aid boxes to be taken alongside individual first aid kits in 'bum bags'
- A named person will be appointed to be in charge of first-aid arrangements.
- An emergency contact sheet will be included in each first-aid box.

When signing consent to the residential educational visit, the Head Teacher/EVC will assess if the level of first-aid is adequate.

Medicines and First Aid - Parent/Carer Responsibilities
Parents/Carers will provide detailed notes of any prescribed medicines or medical routines their child requires. If a child has a specific health plan, parents/carers may wish to meet with the Residential Group leader and/or class teacher to discuss their needs.

Parents/Carers will receive relevant forms to provide information about the medicines their child should receive. They will also provide consent for medicine to be given, such as pain relief in the form of Calpol.

Medicines and First Aid - School Procedures

A medical log book will be created by a member of the office/admin team. On the morning of the residential, parents will supply the prescribed medicines or other general non prescribed medicine alongside the detailed notes. Once this medicine has been received, the designated first aider or EVC must confirm receipt by adding to the medical log book: name of child; type of medicine; dosage and space for recording.

Medicines and First Aid - Off-site Procedures

When any first aid is given while on the residential, it must be recorded. If an incident goes beyond standard first aid, a text must be sent home to confirm to parents what has occurred. If

there is any doubt, staff must aim to contact parents/carers via text or phone as soon as possible to ask for advice or permission to perform specialist first aid.

Parents would have given overall consent for medicines to be given so medicines such as pain relief can be administered by a school adult if consent has been agreed. However, the Group Leader should communicate to the parents that medicine has been given via a text or phone call if further information is required. If a staff member is unsure, they should consult with the Residential Group Leader who can consult with the parents if necessary. Please see Appendix ii.

Supervision

It is important to have a sufficient ratio of adult supervisors to children for any residential visit. The factors to take into consideration include:

- Gender, age and ability of the group;
- Children with Special Educational Needs and/or Disabilities;
- The nature of activities;
- Experience of adults in off-site supervision;
- Duration and nature of the journey;
- Type of any accommodation;
- Competence of staff, general and related to specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly. As general guidelines, the following ratio of adults to children will be used:

Whatever the length and nature of the residential visit, regular head counting of children should take place. The Residential Visit Leader should regularly establish rendezvous points and ensure all pupils know what to do if they become separated from the party. The Residential Visit Leader should ensure all participating adults are aware of the School's emergency situation protocols and their roles in implementing such protocols. See Section 6.

Mobile telephone numbers of the Residential Visit Leader and all adults supporting the visit will be exchanged prior to commencing the visit.

Photography

Bramber Primary School does not permit the use of personal mobile phones to video or photograph pupils whilst travelling to or on-site at residential educational visits. All video or photographs should be taken using equipment owned and issued by the school.. Adults supporting the residential educational visit who will be using the School's equipment will be required to read and sign the School's ICT Acceptable Use Agreement prior to commencement of the visit. The Group Leader will ensure written parent / guardian consent is obtained before taking / using

photographic images of pupils. This will include explicit consent for any planned use of images on the school's website, the internet or release to the media.

Preparing Pupils

Wherever possible, pupils will be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This may include considering health and safety issues.

Pupils must understand key safety information. This includes:

- The aims and objectives of the visit/activity;
- Background information about the place to be visited;
- How to avoid specific dangers and why they should follow rules;
- Why safety precautions are in place;
- Why special safety precautions are in place for anyone with disabilities;
- What standard of behaviour is expected;
- Who is responsible for the group;
- What to do if approached by a stranger;
- What to do if separated from the group;
- Emergency procedures;
- Rendezvous procedures.

All pupils should be made aware of basic safety rules including:

- Arrive on time and to wait in a safe place; if crossing roads to get to the transport do so safely and listen to the adult's instructions;
- Walk in an orderly line to and from the transport;
- Seat belts must be worn and pupils must stay seated while travelling on transport; if pupils feel unwell while travelling they must tell a teacher or the person who is otherwise responsible for the group.
- Make sure their bags do not block aisles on the transport;
- They should never attempt to get on or off the transport whilst in transit;
- They must not throw things out of the transport vehicle's windows;
- Only exit the vehicle when directed by an adult (unless in the case of an emergency where adult direction cannot be made);
- Never try to pass someone on steps or stairs;

- Never distract or disturb the driver;
- Stay clear of automatic doors/manual doors after boarding or leaving the transport;
- After leaving the vehicle, always wait for it to move off before crossing the road.

Pupils may also need emotional reassurance and RHE lessons leading up to the residential should talk to the children about what to expect at the residential and address any worries or queries they have.

Children may be asked who they would like to share a room with while they are at the residential. It is the choice of the class teacher if this procedure is followed. In some instances, it may be suitable to choose on behalf of the children. Specific needs will be taken into account when organising grouping and rooming including where adults will be positioned and where toileting facilities are. Children will know who their group adult is before they leave. Children will find out who they are with in rooms when they arrive at the residential site.

Pupils with additional needs

The Headteacher will never exclude children with special educational or medical needs or those with disabilities from residential visits. Every effort will be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures will be addressed at the planning stage. The SEND team and class teacher will be involved in planning.

Inclusion of pupils whose gender identify is different to their biological gender.

At Bramber, we believe that, as far as possible, trans children should be supported to be able to stay in residential accommodation appropriate to their gender identity. However, discussion should be had with the trans child and their parents prior to residential trips to firstly identify what the trans child wants and needs, and how this can be accommodated in discussion with appropriate others including relevant friendship groups in a way in which confidentiality is protected. Risk assessments can be carried out prior to residential trips in order to make reasonable adjustments, which would enable the participation of trans children. Privacy on residentials and in changing rooms will be considered sensitively. Prior to residentials, we will want to make clear our expectations to all children about how we support and treat each other.

Communicating with Parents/Carers

Parents/ carers need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil's health and safety will be included in a letter to parents/guardians and at briefing meetings prior to each visit:

- Dates of the visit;
- Times of departure and return;
- Mode(s) of travel including the name of any travel company;
- Details of accommodation with security and supervisory arrangements on site;

- Names of the Residential Visit Leader, staff and other accompanying adults;
- Visit's learning objectives;
- Details of the activities planned and of how the assessed risks will be managed;
- Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested;
- Clothing and equipment to be taken;
- Limit on any monies to be taken;
- The information to be supplied by parents and details of what they will be asked to consent to.

Communication, Social Media and Website Use

Group leaders should communicate to parents/carers when the group have arrived at the residential site. Group leaders and class teachers will aim to update the website or school's Twitter page with photos or updates about the trip. If this is not possible, texts can be sent out instead to update parents with general progress. It should be communicated in the parent meeting that this cannot always happen as the safety and wellbeing of the children is the priority while on the trip.

Group Leaders and any staff who upload photos should be aware which children cannot appear on the website or Twitter feed.

Emergency planning for Offsite critical incident

<u>Group Leader</u>
Control and supervision of the group
Share the problem; advise all leaders that the accident/emergency procedure is in operation.
Make sure all the group are accounted for and safe from further danger.
Immediately establish the names of the injured and the extent of the injuries.
Render first aid. Call rescue services and/or police if appropriate.
Decide if this is a MAJOR EMERGENCY (when a school or youth group has suffered life threatening injuries, or fatality or is in peril) and requires following the procedure explained below:-
Ensure that injured young people are accompanied to hospital (preferably by an adult they know).
Ensure that the rest of the group is adequately supervised and has understood what has happened and the implications for the rest of the programme.
It is probable that both staff and students will be in a state of shock, therefore:-

- remove remainder of group to some secure accommodation and place under the care of a member of staff able to protect them from the attention of the press/media.
- if necessary request the police to assist.
- calm and comfort young persons and arrange for their evacuation.

Restrict use of telephones (eg: mobile telephones carried by young people) until the leader has made contact with the Emergency Contact and/or the Head of establishment.

Control of information and communication

News travels very quickly. Immediately make contact with the Head of establishment or emergency contact point. If necessary, use the W.S.C.C. Emergency Number.
Give details of the accident/emergency.
Contact with relatives should be made by the Head of establishment.
Liaison with the media must go through the Head of establishment. Do not give out any names or information to the media without permission.
The leader(s) should prepare a written report of the accident/emergency at the earliest opportunity and while events are readily recalled. Note the names, addresses and telephone numbers of any independent witnesses.

Emergency contacts:

Headteacher Tracy Scott/ EVC	W.S.C.C. Emergency Number
07961843541 01903 219277 (School)	01243 642104 Mon - Fri 08:00 - 18:00 01444 411738 (out of hours)

At school

Identified emergency contact for visit will receive a phone call form the visit Group Leader.
Emergency person will contact Headteacher and other members of Leadership Team.
Emergency control room will be set up in school (Headteacher's office).
West Sussex emergency team to be contacted.
Other members of school staff to be contacted and asked to come and support.
A room for parents to be assigned and staff member to supervise.
A room for media to be assigned, away from parents, and a member of staff to supervise.
Person needs to be appointed to liaise with media.

Appendices

i) Internal Risk Assessment (Used for all trips).

ii) Medical consent forms

Appendix A

CONSENT FORM

[redacted] Residential Trip 20[redacted]

I give permission for my child ……
Class……

to take part in the above mentioned experience and agree to him/her taking part in any or all of the activities.

I have ensured that my child understands that it is important for his/her safety and for the safety of the group that any rules and any instructions given by the staff are obeyed.
I understand that, while school staff and helpers in charge of the party will take all reasonable care of the children, unless they are negligent they cannot be held responsible for any loss, damage or injury suffered by my son/daughter arising during or out of the journey.

Please complete the following

My child has no illness, allergy or physical disability/the following illness or physical disability (delete as appropriate)

……

……

which necessitates the following treatment

……

I CONSENT TO MY CHILD BEING GIVEN PARACETAMOL OF WHICH THE SCHOOL WILL ADMISTER. I CAN PROVIDE MYSELF AND HAND TO A MEMBER OF STAFF ON THE DAY BUT CONSENT TO USING THE SCHOOL SUPPY IF NEEDED. I WILL PROVIDE TRAVEL SICKNESS TABLETS IF REQUIRED.

I consent to any medical treatment deemed necessary during the course of the visit

Childs date of birth……

Name of own doctor……tel no:……

Address of doctor:…… ……

Signed ……parent/ carer:…… date

Contact details Home ……Mobile……

Work

……Mobile……

If you are not available as above on this date please give an alternative contact

Name:……Relationship:……

Tele/mobile no:……

Appendix B

RISK ASSESSMENT FOR .....Date.....
Assessor .....

Stage 1	Stage 2	Stage 3	Stage 4					Stage 5	Stage 6
Identify all the hazards that are foreseeable.	Identify who may be harmed.	Identify what control measures are already in place to prevent harm being realised.	Evaluate the risk. Likelihood of harm being realised and likely severity of harm					Put into place pragmatic measures that reduce the risk.	Evaluate the residual risk factor
A hazard is something with the potential to cause harm to people, plant, machinery, property or the environment	▪ Those directly involved with the activity ▪ Those who whilst remote form the activity are within range the outcome of the activity ▪ Those who may be innocent bystanders	▪ Workplace rules ▪ Workplace procedures ▪ Training ▪ Qualifications Supervision	Likelihood	X	Consequence	=	Risk	Extra controls or risk control systems that: Eliminate risk SFAIRP Reduces risk SFAIRP Isolates people from risk SFAIRP Controls risk SFAIRP Personal Protective Equipment Discipline	*Recalculate the risk factor after all*

Continuation sheet

Stage 1	Stage 2	Stage 3	Stage 4					Stage 5	Stage 6
Identify all the hazards that are foreseeable.	Identify who may be harmed.	Identify what control measures are already in place to prevent harm being realised.	Evaluate the risk. Likelihood of harm being realised and likely severity of harm					Put into place pragmatic measures that reduce the risk.	Evaluate the residual risk factor
A hazard is something with the potential to cause harm to people, plant, machinery, property or the environment	▪ Those directly involved with the activity ▪ Those who whilst remote form the activity are within range the outcome of the activity ▪ Those who may be innocent bystanders	▪ Workplace rules ▪ Workplace procedures ▪ Training ▪ Qualifications Supervision	Likelihood	X	Consequence	=	Risk	Extra controls or risk control systems that: Eliminate risk SFAIRP Reduces risk SFAIRP Isolates people from risk SFAIRP Controls risk SFAIRP Personal Protective Equipment Discipline	*Recalculate the risk factor after all*

Signed ……	Printed Name ……	Date ……

Likelihood			Consequence	
1	Very unlikely		1	Minor injury scratches bruises; no noticeable damage to property or insignificant affect on the environment.
2	Unlikely		2	Moderate injury shock; superficial damage to property or minor damage to the environment.
3	Likely		3	Serious - Person injured causing loss of work or time away from school or damage to property which needs repairing or easily repairable damage to the environment.
4	Very likely		4	Significant - person taken to hospital or major damage to property or environment.

Overall Score	Risk Factor
1	Very Low
2	Low
3 - 6	Moderate
8 - 12	High
16	Very High

Risk factor matrix

		Likelihood			
		1	2	3	4
Consequence	1	Very Low	Low	Mod	Mod
	2	Low	Mod	Mod	High
	3	Mod	Mod	High	High
	4	Mod	High	High	Very High

Appendix C

PROVIDER STANDARDS FORM OE2

WS Learning Outside the Classroom
Feeding an appetite for learning

For completion by providers of outdoor education, visit venues and off-site activities to West Sussex schools and education establishments

Name & address of provider/organisation: -

The provider named above is asked to give careful consideration to the statements below and sign in the space at the end of the form that the standard of service provided will meet the conditions listed.

Please tick all specifications you meet, cross any you cannot meet or write N/A against any specification, which does not apply to your provision.

Section A must be completed by all providers and evidence submitted upon request. Section B (adventurous activities) must be completed if applicable.

Section A – ALL PROVIDERS

1. The provider complies with relevant health and safety regulations, including the Health and Safety at Work etc Act 1974 and has a health and safety policy and risk assessments which are available for inspection. ☐
2. Accident and emergency procedures are maintained, and records are available for inspection. ☐
3. The staff have the experience, competence, and professionalism to work with the age range and abilities of prospective groups. ☐
4. The provider has a Code of Conduct, which can be provided in advance of any booking and to which visiting groups should adhere. ☐
5. All reasonable checks, including Disclosure and Barring Service checks, are made on staff that have frequent and intensive access to young people ☐
6. There are adequate and regular opportunities for liaison between visiting staff and the provider's staff and there is sufficient flexibility to make changes to the programme if necessary and the reasons for such changes will be made known to visiting staff. ☐
7. The provider has public liability insurance cover of at least £5million, ***(please attach a copy of your certificate of public liability insurance cover) (please note £10 million may be required for sub aqua and airborne activities).*** ☐
8. The provider will take all reasonable steps to allow inclusion and participation for any child or young people who has special needs or a disability, following a risk assessment process, in line with the Special Educational Needs and Disability Act 2001 and The Equalities Act 2010. ☐
9. The provider encourages responsible attitudes to the environment as an integral part of the programme. ☐
10. All vehicles are roadworthy and meet statutory requirements. Drivers are PCV qualified or operate with a small bus permit and local minibus driving assessment. ☐

11. A current fire certificate covers all accommodation – or advice from a fire officer has been sought and implemented and a fire risk assessment has been completed. ☐

12. Security arrangements have been assessed and reasonable steps taken to prevent unauthorised persons entering the accommodation. ☐

13. Separate male and female sleeping accommodation and washing facilities are provided and staff accommodation is suitably located to ensure adequate supervision. ☐

14. Visiting groups will have access to appropriate first aid. Provider staff are practised and competent (appropriately qualified where required) to respond to accidents and incidents. ☐

15. There is a clear definition of responsibilities between the provider's and visiting staff regarding supervision and welfare of participants. ☐

16. All equipment used for activities is suited to the task and adequately maintained in accordance with current good practice. ☐

Section B – PROVIDERS OF OUTDOOR AND ADVENTUROUS ACTIVITIES

17. The provider meets the requirements of the Adventure Activities Licensing Service (AALS) ☐

For AALS licensable activities the specification in this section may be checked as part of an AALS inspection. However, providers registered with the AALS are also asked to consider the statements below with respect to any activities or aspects of their provision not covered by the licence.

18. The minimum ratios of staff to young people for the activities conform to those recommended by the appropriate National Governing Body or, in the absence of this, the provider's Code of Practice and are informed by a risk assessment. ☐

19. The provider operates a policy for staff recruitment, induction and training which ensures that all staff, with a responsibility for participants, are competent to undertake their duties. ☐

20. The provider maintains a written code of practice, for each activity, which is consistent with relevant National Governing Body guidelines or, in their absence, recognised national standards. ☐

21. Staff competencies are confirmed by the appropriate National Governing Body qualification for the activity to be undertaken, or staff have had their competencies confirmed by an appropriately experienced and qualified technical adviser. ☐

22. **Please list the adventurous activities you will be providing along with the <u>minimum</u> qualification or training your instructor will have**. Where appropriate please give details of the nature of the location to be used:

ACTIVITY	**MINIMUM QUALIFICATION/TRAINING**	**LOCATION**
e.g. Canoeing	*e.g. BC Paddlesport Instructor*	*e.g. Sheltered Lake*
……		
……		
……		
……		
……		
……*..(continue on a separate sheet if necessary)*		

If any of the above specification overleaf cannot be met, or are not applicable, please give details:
Details of any accreditation e.g.: 'Learning Outside the Classroom' Quality Badge Award, AALA license number, National Governing Body, BAPA, Tourist Board etc.:

I certify that the organisation I represent complies fully with the requirements set out above, ***except where I have deleted or crossed out the item****. The organisation will observe the above conditions during any visit from a West Sussex establishment*

Signed:

Date:

Name:

Position in Org:

Email (general):

Website:

Thank you for completing this form.
Please return it, along with a copy of your Public Liability Insurance Certificate, to the school/establishment that sent it to you, or alternatively send it to:-

Outdoor Education
The Grange, 2nd Floor,
County Hall
CHICHESTER
West Sussex
PO19 1RG
e-mail:
outdoor.education@westsussex.gov.uk

Appendix D

Standard Operating Procedure for Coach Travel

The following process will be followed whenever a coach is used to transport children or young people.

- Coaches will be only be booked from licenced operator whose details have been checked at https://www.gov.uk/find-vehicle-operators
- Where reasonable coach operators with one of the following will be contracted:
    - Coach Marque https://www.coachmarque.co.uk/operators/?q=
    - BUSK Benchmark https://www.busk-uk.co.uk
    - Road Operators Safety Council Safe Driver Award http://rosco-uk.org/safe-driver-awards/
- On arrival a member of the visit leadership team will meet the coach and ensure the driver is fully briefed, to include destination, timings, numbers, specific requirements.
- The member of staff will visually inspect the coach to ensure it appears safe key safety features are present for example fire extinguisher.
- The member of staff will raise any issues found with the driver.
- The member of staff will also satisfy themselves that the driver is fit to drive i.e. does not smell of alcohol, is not unduly tired.
- All participants will be briefed before leaving the school on how to board and disembark the coach this should include:
    - Wearing seatbelts at all times, if fitted
    - No standing whilst the coach is moving
    - What to do if they become ill
    - Information about eating and drinking on the journey
    - To remain seated on arrival until told to move by staff
- Staff will sit next to all emergency exits, if this is not possible as a minimum a member of staff will sit in the centre seat and at the rear of the coach and either at the middle exit or the front seat of the coach.
- On arrival a member of staff will disembark first to ensure it is safe for the children and young people and identify a safe rendezvous point.
- If the journey requires rest stops children and young people should be instructed on what to do and timings before leaving the coach. On return a register must be taken, head counts are not recommended.
- On the return journey a full register must be taken before departure, head counts are not recommended. The briefing given on the outbound journey should be repeated.

Coach Breakdown

If a coach suffers a breakdown the Visit Leader will discuss the best course of action with the driver to safeguard the children and young people. On a motorway the likelihood is that all passengers will be instructed to leave the coach and gather beyond the crash barriers.

The Visit Leader must notify the Emergency Contact as soon as possible.

All staff will monitor the use of mobile devices by the children and young people.

Coach Accident

The Visit Leadership must check everyone for any injuries and treat as necessary.

The Visit Leader must notify the Emergency Contact as soon as possible.

Advice given by the emergency services must be listened to and acted upon.

Appendix E

Standard Operating Procedure for Rail Travel

All staff, children and young people will be briefed in advance of any visits utilising rail travel, including underground trains and trams. This must include behaviour expectations, group members and leader, what to do if they miss the train, that they must not to operate doors or windows.

Large groups will be divided into sub-groups each with a competent adult leader. Children and young people will be assigned a 'buddy' with whom they must remain at all times whilst travelling.

Group leaders will complete a register before entering the station.

Group leaders will ensure the group moves in an orderly fashion.

Group leaders will ensure everyone stays well back of platforms edges.

Where required only group leaders will press door open buttons.

Leaders will board and disembark last.

If trains are overcrowded it may be necessary for small groups to travel independently of the main group, if this is the case pre-determined and agreed meeting points must be known to all adults.

Wherever possible children and young people will be seated.

If a pair miss the train, they should remain on the platform from which the train departed and ideally wait with a member of station staff for the school member of staff to return.

If travelling in London the Visit Leader should advise TFL beforehand to take advantage of any additional assistance that may be available on platforms and with boarding and alighting from Tube trains
https://tfl.gov.uk/info-for/schools-and-young-people/

In the event of an incident or accident instruction given by the transport staff must be followed.

Appendix F

Lost Child, Young Person or Staff Member

To minimise the risk of a child, young person or adult being lost registers will be taken by the Visit Leader or Group Leader at key points, these include before departure, on arrival, when working in smaller groups, on return from activity, at break times and before departure. Head counts should be avoided especially when volunteers are being used who do not know the children or young people.

Staff, children, and young people may be issued with emergency contact details, this can be recorded on a card, lost child wrist band, labels or similar.

The following suggested actions are dependent on the age of the person missing, time of day, location, ability, known risks and should not be read as a definitive list of actions.

On discovering a member of the party if missing

- Gather everyone together, ensure their safety and keep them together,
- Send a member of staff to check the last place the missing person is known to have been,
- Send a member of staff to any key points where the missing person may have returned,
- Try to contact the missing person via phone or messaging service,
- Contact the Emergency Contact,
- Notify local police, tour operator if applicable,
- Discuss with emergency contact/member of school leadership team whether group should continue with the visit as planned or be moved to another appropriate location,
- Group moves on to next destination leaving a member of staff and tour company representative or other local expert to continue search (under direction of leadership team member and local authority),
- Keep in regular contact with the member of staff left behind and with school's emergency contact,
- Warn students and parents/carers in advance of the use of social media and the unnecessary concern this can cause,
- Following any incident, all present not to use social media, mobile phones, or text home until you have given them clear information and permission. This will be after you have discussed with the Emergency Contact.

Appendix G

Visit Flowchart

Note: This process is automatically followed when using EVOLVE

START

Is the LOtC Activity or Visit overseas, residential or adventurous or out of county?

YES

Will a member of your establishment's staff be leading an adventurous activity?

YES → The member of staff must be specifically qualified, with evidence available on EVOLVE, to lead the activity. Leader approval must be obtained via EVOLVE

NO

Will an external provider, activity centre or tour operator be used?

YES → Has the provider been 'checked' by the LA?

NO → Email an OE2 Provider Form to the provider (available on EVOLVE) attach the completed form to your EVOLVE visit form.

NO

NO

Has the all staff attending the visit be deemed as competent to lead the activity or visit, and are they able to comply with the Visit Leader Checklist? Or are they under the supervision of an experienced visit leader?

YES

Are enough staff attending to ensure the correct staff to children/young person ratio is maintained having considered the STAGED approach?

YES

Have parents/carers been informed and consent received if required? Has payment been requested via voluntary contributions as required? Has the programme been written? Have risk management processes been completed?

YES

Has an emergency contact person been identified who is back at base and who is available for the entirety of the activity or visit? Have they got full details of the activity or visit?

YES

Is the visit covered by the school's insurance?

YES

Has the visit been approved by the EVC and Head of Establishment?
If applicable, has Governing Body approval been obtained, and its policy complied with?

Appendix H
Planning Checklist for Learning Outside the Classroom (LOtC)

This checklist has been designed to support Head Teachers, Educational Visits Coordinators (EVCs) and Visit Leaders to ensure:

- The maximum educational benefit to children and young people.
- The safety of all those involved in LOtC.
- Effective organisation and administration of LOtC.

It may be used both to aid planning and approval by the Head Teacher or EVC. It is recommended that visits are recorded on EVOLVE wherever possible.

Visit Leader

The Visit Leader must be an employee of the establishment. (e.g. the establishment has all the personal details, references, qualifications, DBS checks etc. that would be expected of an employee). The Visit Leader may be providing this service as a volunteer. ☐

Visit Type

Is the visit residential, overseas or does it include adventurous activities? If yes, then Local Authority approval is required and the visit must be submitted via EVOLVE. ☐

If no local policies may be followed although the use of EVOLVE is strongly encouraged.

Purpose and Intended Outcomes

Are there clear educational outcomes, curricula or extra curricula, and have clear learning outcomes been identified and intent defined? ☐

Have these purposes and outcomes been clearly communicated with all staff and if applicable the external provider to support implementation? ☐

Are they appropriate to the age and ability of the group? ☐

Visit Date and Times

Is there adequate time and opportunity to plan and prepare for the visit? At least 4 weeks' notice required for LA approval. ☐

Venue – the location only and is not providing any activity e.g. a local park

Is the venue appropriate to the visit, purpose and intended outcomes? ☐

Has a there been a pre-visit to the venue? Consideration given to travel, access, equipment, emergency procedures, shelter etc. ☐

External Provider – the location's staff are providing some activity

If you are using an external provider have, they been checked by the Local Authority or do they hold a Learning Outside the Classroom quality badge? ☐

If no they need to complete and OE2 in advance of the visit? ☐

Adventurous Activities

Does the programme include Adventurous Activities? ☐

If yes, are the staff leading them appropriately qualified? ☐

Has the Visit Leader consulted the WSCC Adventurous Activities Guidance? ☐

The visit must be submitted for LA approval via EVOLVE. ☐

Travel Arrangements

Has appropriate transport been booked? ☐

If using school minibuses are drivers appropriately trained and checked? ☐

If using staff cars have vehicles and drivers been appropriately checked? ☐

If using parental transport organised by the school, have licences, insurances, MOT's etc. been checked, and copies taken? ☐

Are there procedures in place in the event of delay or cancellation? ☐

Staffing

Have enough staff been allocated to the visit to meet minimum ratio requirements? ☐

Are staff members and other adults suitably experienced and competent? ☐

Have all staff members and other adults been vetted? ☐

Have individual needs of group members been considered in the staffing plan? ☐

Is the staff team mixed gender? ☐

Does the staff team include enough suitable first aiders? ☐

Have staff been briefed on all aspects of the visit: ☐
- Roles and responsibilities.
- Learning outcomes.
- Group and individual needs including staff.
- Supervision plans.
- Communication arrangements.
- Programme.
- Standards of behaviour.
- Tasks.
- Use of social media and photographs.
- Emergency plans.

Attendees

Are all the attendee's pupils at the school? ☐

Have medical and other individual needs been considered? ☐

Has the ability of the group been taken into account? ☐

Have the attendees been briefed on: ☐
- Clothing and equipment.
- What do is they get lost or separated.
- Significant hazards.
- Group members and leader.
- Behavioural expectations.
- Outcomes.
- Social media and mobile use.
- Emergency plans.

Emergency Contact

Has a named emergency contact been identified? ☐

Are they available for the duration of the visit? ☐

Does the emergency contact have the following? ☐
- Group details, including staff and volunteers.
- Contact numbers.

- Programme.
- Access to the emergency response plan.

Insurance

Is the visit covered by an existing insurance policy? ☐

Has the provider's insurance been checked? ☐

Is any additional cover required? ☐

Does the visit leader have original signed parental/carer consent forms and medical forms for residential and overseas visits? ☐

Risk Assessments

Have the significant hazards involved in the visit been fully considered? ☐

Have suitable and sufficient risk assessments been prepared and recorded? ☐

Have participants with specific requirements been fully considered? ☐

Are event specific assessments required? ☐

Parental/Carer Letters

Have parents and carers been provided with enough information to allow them to give informed consent? ☐

Have any financial contribution requests been clearly itemised as those which are voluntary and those which are chargeable? ☐

Has a parents/carer information event been organised? ☐

Programme

Has the programme been designed to meet the learning outcomes and objectives? ☐

Is the programme suitable for the group? ☐

Are all staff aware of the programme? ☐

Are all participants aware of the programme? ☐

Are all parents/carers aware of the programme? ☐

Has a 'plan b' been made to cover foreseeable hazards such as bad weather, transport disruption or other delays? ☐

Other relevant documents

Staff cover requirements. ☐

Accounts? ☐

Code of conduct? ☐

Approval

Is the visit approved locally? ☐

Does the visit require LA approval via EVOLVE? ☐

Evaluation and Review

Were the intended outcomes and learning objectives achieved? ☐

Was the venue/provider suitable? ☐

Did the staff perform as required? ☐

Were the risk assessments suitable? ☐

Have all incidents been recorded and reported via your normal routes? ☐