



# Willenhall Community Primary School

## Educational Visit Policy

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## 1. Context

We believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes Willenhall Community Primary School a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change and novelty.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Students are active participants not passive consumers and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context'.
- Increased risk management skills
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge and awareness.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## 2. Scope

Any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

In addition to this Educational Visits Policy Willenhall Community Primary School:

1. Adopts the Local Authority's (LA) guidance: Coventry City Council Guidance for Off-Site Visits and Related Activities with National Guidance & EVOLVE 2022 (available via the EVOLVE homepage). *EVOLVE is the web based notification, approval, monitoring and communication system, used by*

*Coventry City Council, to which all staff have access.*

2. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this policy and Coventry City Council's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at Willenhall Community Primary School.

### **3. Roles and responsibilities**

#### **3.1. The Local Authority**

We adhere to the guidance issued by the LA and will use EVOLVE for all visits.

#### **3.2. Governors**

The governors will:

- approve the Educational Visits policy and will ensure that the school reviews this annually
- ensure the School appoints an Educational Visits Co-ordinator
- ensure that the school has access to advice to inform its policies, practises and procedures relating to the health and safety of participants in outdoor learning and offsite visits.
- through the Head Teacher's report to governors, be informed about educational trips and residential visits, which include details on their inclusivity and how they meet the educational objectives set

#### **3.3. Head Teacher**

The Head Teacher and Deputy Head Teacher are responsible for assessing and approving the 'competency to lead' of any member of staff leading a visit and have responsibility for monitoring and final approval of all visits.

#### **3.4. Educational Visits Co-ordinator (EVC)**

The EVC is the first point of call for advice on visit related matters and will check final visit plans on EVOLVE before submitting them to the Head Teacher. The EVC has responsibility for routinely monitoring educational visits and ensuring that evaluation is completed for all visits.

The EVC's are Geoff Hay and Jon Openshaw, they will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities.

#### **3.5. Educational Visits Administrator (EVA)**

The EVA is Lucy Smedmore.

The EVA sets up and manages the staff accounts and pupil details on EVOLVE and uploads generic school documents, etc.

### 3.6. Visit Leaders:

Visit Leaders are responsible for:

1. Ensuring that the LA procedures are followed and that the visit plan is recorded on EVOLVE.
2. Obtaining outline permission for a visit and agreeing the funding mechanism with the Head Teacher prior to planning.
3. Completing the Trip Checklist for Teachers to assist with the planning process (see Appendix 4)
4. Ensuring that their visits will comply with all relevant guidance and requirements and seeking advice from the EVC where necessary.
5. Ensuring the visit:
  - a. has clear learning outcomes
  - b. includes input from the pupils
  - c. has activities appropriate to the group
  - d. is planned to maximise benefits to the children while managing significant risks
  - e. is appropriately staffed
  - f. complies with the school's safeguarding policy
6. Ensuring a risk assessment is carried out and that it is signed by the EVC and Head Teacher at least 28 days in advance of the visit.
  - a. The risk assessment must include the ratio of adult to children supervision and the number of first aiders or appointed person needed
  - b. All teachers in the year group must be involved when carrying out the risk assessments.
7. Ensuring that all other staff and accompanying adults and children are:
  - a. fully briefed about their roles and responsibilities during the visit
  - b. know what to do in the event of an emergency
  - c. are given information they need about individual pupil needs.
8. Requesting Child Barring checks for any volunteers at least 2 weeks prior to the visit (see the School Business Manager).
9. Ensuring that permission slips/EDVIS forms, **Emergency Card**, mobile phone, first aid kit and pupil medication are taken on the visit.
10. Ensuring the base contact back at school is fully briefed and has copies of all relevant information.
11. Informing the school when they arrive at their location and when they leave

to return to school. In case of any delays the school must be notified in order to inform the Head Teacher, EVC and parents.

12. Ensuring that the emergency procedures must include what would happen in the event of illness or injury affecting the Visit Leader.
13. Evaluating the visit upon return:
  - a. informing the EVC and Head Teacher of how the visit went
  - b. reporting and recording any incidents
  - c. completing the evaluation on EVOLVE, including an accurate list of participants.

## 4. Staff Competence

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced Visit Leaders before taking on a leadership role
- Supervision by Senior staff on some educational visits
- Support for staff through attendance of in-house or external training relevant to the role of Visit Leader

In deciding whether any member of staff is competent to be a Visit Leader the Head Teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability of any prospective Visit Leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

## 5. Visit planning and approval

There are 4 types of visits and the approval process is as follow for each type of visit:

### 5.1. Local area visits (excluding adventure activities)

Visits within the 'local area' (see Appendix 1 for definition of local area) that are part of the normal curriculum, take place during the normal school day and do not involve hazardous activities.

These are entered on EVOLVE and approved internally by the Head Teacher. Visits should be submitted to the EVC via EVOLVE at least 28 days in advance.

### **5.2. National visits (excluding adventure activities)**

These are entered on EVOLVE and approved internally by the Head Teacher. Visits should be submitted to the EVC via EVOLVE at least 28 days in advance.

### **5.3. Adventurous or Residential visits within the UK**

These are entered on EVOLVE and submitted to the EVC at least 35 days in advance. LA approval is required, the school must submit these to the LA for approval 28 days in advance.

### **5.4. Visits abroad**

These are entered on EVOLVE and require LA approval. Detailed planning must commence well in advance and the Head Teacher must be kept up to date with progress. Checks must be made on any third-party providers and permission from the Head Teacher to use them be obtained before any deposits are paid. Third party providers who hold the LOtC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire (National Guidance document 8p), which Visit Leaders should scrutinise.

The Head Teacher will need to submit final plans to the Local Authority 6 weeks before the departure date.

## **6. Evaluation of external providers**

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

Wherever reasonably practicable, it is good practice to carry out a preliminary visit.

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

Examples of such schemes include:

- AALA licensing
- LOtC Quality Badge
- Adventuremark

EVCs and Visit Leaders must be aware under what circumstances an AALA licence is a legal requirement, and ensure that in this case only licensed providers are used. Visit Leaders are reminded that the AALA license is an assurance of **safety**, it does not accredit educational or activity quality.

Where a provider holds one of the above accreditations, there should be no need to seek further assurances.

Where a provider of activities does not hold one of these accreditations, they should be required to complete a **Provider Questionnaire (National Guidance document 8p)**. This can be found on EVOLVE under FORMS.

## 7. Assessment of risk

Risk assessment is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low).

In considering risk, there are 3 levels of which leaders should be mindful:

1. **Generic risks** – normal risks attached to any activity out of school
2. **Event specific risk** – any significant hazard or risk relating to the specific activity and falling outside the scope of generic risks (see point 1)
3. **Ongoing/dynamic risk** – the monitoring of risks throughout the actual visit as circumstances change. This is why leader competence is a critical factor.
4. **Child specific risk** – if a child has specific needs, e.g. behavioural or SEND, these must be included within the risk assessment.

### 7.1. Expectations

A risk assessment must be completed, reviewed and approved for every educational visit using the EVOLVE system to record the process.

**Risk management and recording of the risk-benefit assessments should involve all staff, and young people where appropriate, who will take part in the visit.**

You should **not** normally ask for copies of providers' risk assessments, but should seek any information specifically aimed at helping Visit Leaders to manage their visit.

### 7.2. Staff Training

Staff training in risk management and risk-benefit assessment is provided by the EVC, refresher training is delivered to all staff at the start of each academic year. The Health & Safety Officer also provides annual health and safety training for all teaching staff which covers risk assessment.

### 7.3. Risk Assessment Procedure

The Visit Leader must:

- Evaluate the external provider
- Undertake a pre visit



- Complete the risk assessment upload to EVOLVE for EVC to review
- Action any feedback from EVC and resubmit for EVC approval
- Share risk assessments with all staff and parents that are attending the visit.

Generic risk assessments are available in SchoolDrive:/Curriculum/Outdoor Adv/Risk assessments for staff to use as a starting point.

#### 7.4. Water 'Margin' Activities

Where pupils might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, paddling or walking in gentle, shallow water, then guidance contained in DfES 'Group Safety at Water Margins' is relevant. All staff, including parent volunteers, should be provided with a copy of this guidance prior to the visit. A copy of this is downloadable from EVOLVE.

#### 7.5. Plan 'B'

Despite the most detailed and meticulous pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking, etc. To avoid having to make important decisions under pressure, it is important that some advance thinking is done to cater for any foreseeable eventuality. Any alternative arrangements must be discussed with the EVC prior to the visit.

## 8. Supervision

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

Effective supervision should be determined by proper consideration of:

- Age of the group
- Gender issues
- Ability of the group (including special needs, behavioural, medical and vulnerability characteristics etc.)
- Nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions)
- Staff competence

The **EYFS statutory framework** no longer sets out different requirements for minimum ratios during outings from those required on site. Staffing ratios are determined by considerations of the above.

As a general guidance we would **recommend** the following staff to pupil ratio:

Nursery 1:2

Reception	1:4 (7 adults for 30 children)
Key Stage One	1:6 (5 adults for 30 children)
Key Stage Two	1:8 (4 adults for 30 children)
Children who need support	1:1

We would also recommend that the teacher who leads the visit must not have his or her own group of children.

Staff are expected to behave in a professional and appropriate manner during the visit. Pupils must be supervised throughout all visits.

### 8.1. Additional support

Parent volunteers are welcome on educational visits.

Parent volunteers **must not** have sole responsibility for a child or group of children, with the exception of a parent accompanying their own child as a 1:1 support.

Child Barred checks will be required for **all** volunteers (see the Business Manager for more information).

Parent volunteers supporting the visit must be fully briefed on the: emergency procedure, programme, venue, activities, supervision arrangements and their responsibilities. They must be advised that they are not to supervise toilet breaks. They must be shown the completed Risk Assessment.

Please note: parent volunteers must not bring younger children.

## 9. Parental communication and consent

When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then formal consent is not necessary. However, in the interests of good relations between the school and home it is good practice to ensure that those in a position of parental responsibility are fully informed.

### 9.1. Visits within the 'local area'

If a visit is taking place in the local area (see Appendix 1), is in normal school hours and is non-hazardous, this will be covered by the EDVIS 13 Consent for Regular & Local Non-Hazardous, Off-School Site Activities form. This is updated by parents on an annual basis. The Visit Leader should ensure that there is a completed form for every child taking part in the activity.

### 9.2. All other educational visits including:

- non-residential visits within the UK that do not involve an adventurous

activity

- visits that are overseas, residential, or involve an adventurous activity.

Detailed information should be sent home giving the parents information on the visit and including a request for information on any changes in their child's medical details. This would usually be a letter with details of the visit accompanied by the consent form (EDVIS 12).

## 10. Charging / funding for visits

### 10.1. Voluntary contributions

Please see our Charging and Remissions Policy on the school website for details of charging and funding for educational visits at [www.willenhallprimary.org](http://www.willenhallprimary.org)

## 11. Inclusion

Every effort is made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. We will make every reasonable effort to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved. The risk assessment will include special consideration for inclusion of children with specific needs.

## 12. First aid

The level of first aid provision should be based on risk assessment. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risk and children involved should be made for each visit.

Trips for the Early Years must have at least one qualified Paediatric First Aider.

First aid kits are available in the trip bags from the Admin Office. The Visit Leader should ensure that the first aid kit is fully stocked and all items are in date. If the visit involves the party splitting up by any distance, a kit should be taken for each group.

First aid treatment given or an accident that occurs whilst on the trip should be recorded locally, i.e. using the supplier's incident log and in the first aid/incident notebook in the trip bag. On return to school, the Visit Leader should record on the trip evaluation.

## 13. Emergency procedures

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

The school has an emergency plan in place to deal with a critical incident during a

visit (Emergency card – Visit Leader – see Appendix 2). The card is located in the Main Office. All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance will be sought from the local authority.

Appendix 3 is an emergency card for the establishment, which is located in the Main Office.

If you require any further assistance with emergency planning contact the Coventry, Solihull and Warwickshire Resilience Team (CSW Resilience Team) on 02476 833576 or [emergencyplanning@coventry.gov.uk](mailto:emergencyplanning@coventry.gov.uk).

## 14. Transport

The school follows the LA transport policy.

Travel arrangements must be included in the risk assessment.

### 14.1. Coach hire

The Visit Leader must ensure that coaches and buses are hired from a reputable company and that the company holds the "Coach Marque" accreditation or assurance checks have been obtained.

The Admin Team will request annual assurance checks, following the "Hiring a coach" 4.5e OEAP National Guidance, to maintain a list of approved coach hire companies.

If a coach hire company is used which is not on the approved provider list the Admin Team will obtain the assurance checks prior to booking.

### 14.2. Public transport

If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures or platforms, at bus stops, on busy streets, etc.

### 14.3. School minibus

The driver must have passed the Coventry City Council Defensive Driving Course and have a valid certificate to prove this. The School Business Manager holds a list of approved drivers.

Pre-journey checks must be carried out by the driver before every journey and recorded in the log book (this is stored in the front of each minibus).

All pupils must wear a seat belt and an adult chaperone must accompany the driver.

#### **14.4. Use of staff cars to transport pupils**

Staff cars may only be used to transport pupils when the driver has completed the Driver Declaration form and has business insurance and a clean driving licence (a record of both of these being checked will be kept by the SBM). Any use of private vehicles will be subject to a specific risk assessment.

### **15. Insurance**

The school is covered by membership of the Risk Protection Arrangement (RPA).

### **16. Food**

The school will provide a packed lunch for children in Reception and KS1. Children in KS2 who are entitled to free school meals will be provided with a packed lunch by school. All other children should bring a packed lunch from home (this includes children who normally pay for a school meal). No sweets, chocolate, nuts should be included in packed lunches and no fizzy drinks or glass bottles.

### **17. Data protection**

Information about staff and participants, including recognisable photographs, is subject to data protection law.

It is vital for the health and safety of those involved in visits that relevant information is available to leaders and external providers for planning activities, and in the event of an emergency.

The Visit Leader is responsible for the security of all personal data (relating to both children and adults) at all times for the duration of the visit, following the school's Data Protection Policy (this is available from the school website).

All parent volunteers should also be asked to sign the school's confidentiality agreement.

Prior to the visit all information that is required for the visit (e.g. EDVIS forms) must be held centrally in the Admin Office where they can be stored securely. The Visit Leader will be required to sign out a copy of (or the original) paperwork for use on the trip. They must be signed back in to the Admin Office on return.

Visit paperwork and permission slips for PE visits are handled by the PE team directly, all paperwork and slips are kept securely in the PE office and are destroyed after each visit unless they need to be retained due to a major incident occurring during the visit. Paperwork and permission slips that need to be retained are passed to the School Business Manager.

Whilst on the trip the forms must be kept in a dedicated opaque folder (provided

by the Admin Office) for the duration of the trip and must remain in the possession of an authorised member of staff at all times.

Forms may be locked in a secure cupboard with access only to authorised personnel while at an activity centre.

In normal circumstances parent volunteers would not require copies of pupil EDVIS forms or other personal data. On occasion the risk assessment may identify a need to share this information with parent volunteers. In these cases, the school must ensure that they only share the information that is necessary with the parent volunteer and that the parent volunteer is briefed on the school's data protection policy.

Staff and parent volunteers supervising the trip can share mobile phone numbers between themselves but this must not be written down on a separate sheet in case of loss. Parent volunteers must agree to delete the teacher mobile number at the end of the trip.

## **18. Mobile devices and social networks**

Under no circumstances should any adult use their own personal mobile devices (phones, iPads, etc.) for taking photos or videos on the trip. You must take a school mobile device for this purpose, there are two school mobile phones which are available for use by staff on educational visits, please see the school office.

If you are taking photos/video during the trip you must have the appropriate written consent from the parent to take and use the images.

On return to school, the Visit Leader must upload photos/videos to the Media (M:) drive if they are required again and delete the original images from the school mobile device.

## **19. Smoking**

Smoking is not allowed on any school trip as all staff will be responsible for their own group of children who must not be left unsupervised at any time.

## **20. Drinking on residential trips**

Staff will be permitted to drink alcohol at the end of the day. This must be within an agreed limit of no more than 3 units per day. This to be done on a rota basis so at least 2 members of staff will not be permitted to drink alcohol in case of any emergencies that may happen to take place.

## **21. Evaluation**

It is important that after each visit a proper debrief takes place. This should take

place within a week of the visit date, and should involve the Visit Leader, accompanying staff and, if appropriate, the pupils and parent volunteers. In order to inform future planning, the debrief should identify what went well and what could have been done better.

The Visit Leader must also complete the short evaluation tab on the EVOLVE site and ensure that the list of participants is accurate.

Paperwork and permission slips must be retained by the School Business Manager if any major incidents occurred during the visit.

## **22. Monitoring**

Monitoring the health and safety of educational visits is conducted in a positive way to provide supportive feedback to Trip Leaders to enable them to reflect upon and improve their practice.

### **22.1. Educational visits are routinely monitored by the EVC to ensure that:**

- Visits and activities are carried out safely and effectively and in line with the school policy and procedures.
- Employees have easy access to the school's policy and guidance.
- Evaluation of visits is completed for all visits in a timely manner.

### **22.2. The Head Teacher monitors educational visits to ensure that:**

- The school has an appointed EVC in position whose training is revalidated in line with CCC policy and guidance.
- The school keeps proper records.
- Employees have relevant training.

### **22.3. The Governing body monitors educational visits to ensure that:**

- Relevant policies and procedures are reviewed and updated to remain current and in line with good practice.
- The school's practices, including notification and approval procedures, comply with the school's policy.

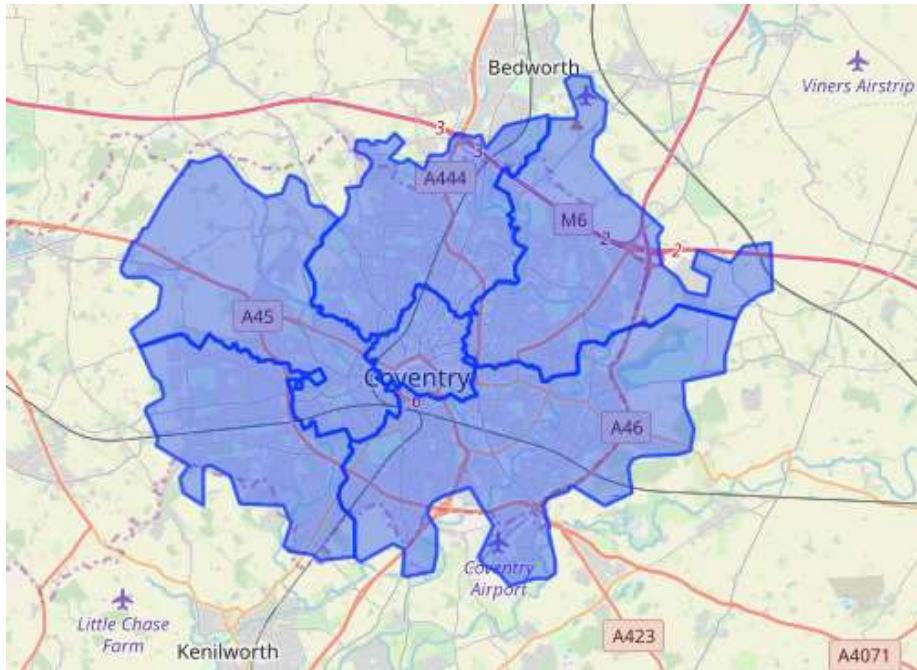
### **22.4. Field Observation**

- Field observation of visits will be conducted by the EVC and/or Head Teacher during each academic year to include at least one local visit and one national visit.

## 23. Appendix 1 Definition of 'Local Area'

### Boundaries

The boundaries of the territory are shown on the attached map (CV1 to CV6 postcode districts).



This area includes (but is not limited to) the following frequently used venues:

- Local libraries
- Local churches
- Local cinemas
- Coventry Cathedral
- Coombe Abbey Country Park
- Herbert Art Gallery
- Coventry Transport Museum
- Midlands Air Museum
- AT7 Centre / Excel Centre / Alan Higgs Centre
- Local primary schools or secondary schools
- Belgrade Theatre
- Albany Theatre
- Warwick Arts Centre
- University of Warwick

Provided the visit is taking place in normal school hours and is non-hazardous, this will be covered by the EDVIS13 Consent for Regular & Local Non-Hazardous, Off-School Site Activities form. This is updated by parents on an annual basis.



## 24. Appendix 2 - Emergency Procedure

This card should be carried by all staff accompanying a visit and also be placed in the trip bags.

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

1. REMAIN CALM - Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
  - accounted for
  - safe
  - adequately supervised
  - briefed to ensure that they understand what to do to remain safe.
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to:
  - a. preserve life
  - b. prevent the condition worsening
  - c. promote recovery

Essential First aid:

1. casualties need to be able to breath – if they are unconscious this means being put into a safe airway position
2. you need to try to find and stop any serious external bleeding
3. you need to protect the casualty from the environment - keep them warm
4. monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

Once the immediate situation is contained:

- Inform the school/Establishment Emergency Contact or, if unavailable, your Employer (e.g. the Local Authority) Emergency Contact. They will need the following information:
  - Who you are, which Establishment you are from and what your role is within the group?
  - What number can you be called back on?
  - What is the nature of the emergency?
  - How many casualties there are and their status
  - The total number of people in your party
  - Your current location
  - Whether you are staying where you are or moving – if you are moving where to?
  - What time did the accident/incident happen?

- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.
- Refer all media, parental or other enquiries to your employer's press office.
- Inform the Foreign Office Consular Assistance Team if abroad.

## 25. Appendix 3 Emergency procedure for School

This card may be used by the school's Emergency Contact and managers, when called upon to take charge of managing an emergency on an off-site visit.

It is recommended that this card is carried by the Emergency Contact for any visit, and that it is printed, laminated, and a copy placed visibly in the school's office.

In the event of being alerted to an emergency on an off-site visit use the following to guide your actions:

**STAY CALM** – consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.

**TAKE CHARGE** of the incident until relieved by a more senior colleague. It is essential that one person is clearly designated as controller of the emergency response, and that it is clear to all who this is.

**CONTACT** the group in difficulty to reassure them, get up to date information and keep them informed of your actions.

**RECORD** all information you receive and actions you take.

**DELEGATE TASKS** as and when possible/appropriate to allow you to manage the situation and allow for 'concurrent' activity.

Depending on the circumstances and the support required you may need to consider some or all of the following:

- Inform your own senior managers
- Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):
  - Overall Controller
  - Coordinator/contact with group (consider keeping the same person to always speak to the group leader)
  - Communications (could be a number of people dealing with different aspects)
  - Logistics – arranging transportation, accommodation etc. for group and any travelling team
  - Resources – e.g. office space, reception for any visitors (parents, media etc.), refreshments / food – Site Service Officer(s), Admin support
  - Record/log keeper
- Inform your Employer (e.g. the Local Authority), governors, and, if media interest is possible, your Employer's communications team. If necessary, your Employer should implement a Critical Incident Plan to give support to you, the party, and the parents.
- Keep a log of all actions, communications and decisions, including people involved and times.
- Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email

and text.

- Liaise with Local Authority over provision of links with emergency services, media, tour operators, insurance companies etc. - as necessary.
- Carry out the actions required to support the Visit Leadership Team.
- Decide if a 'Travelling Team' is needed to provide support at the scene.
- Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can).
- Make arrangements for relatives etc. to be catered for on site or nearby, if possible, while they wait for news.
- Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital
- Control communications and the flow of information to the affected group, parents, and other school staff (beware of other staff inadvertently starting rumours circulating).
- Control information to the media – use the expertise of the Local Authority Communication Team and direct all media enquiries to them.
- Make arrangements for meeting the group back from the visit and returning children to parents.
- Consider the possible need for future emotional support and care for anyone involved (don't forget other staff, young people and the Emergency Support Team as well as those directly involved).

## 26. Appendix 4 – Useful Documents

The following useful documentation can be found in

Q:/admin/trips

Trip Checklist Teachers

Trip Letter Shell

School Confidentiality Statement

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Q:/curriculum/outdoor adv/risk assessment/

Generic risk assessment 2