

EDUCATIONAL VISITS POLICY

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	CAT	UPDATE – NEW POLICY FORMAT	Nov 2022	Nov 2023
2.0	Local Authority/CAT	Document now refers to both schools. 2.4 Reference to EVOLVE removed.	Nov 23	Nov 24

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1. INTRODUCTION

1.1 OVERVIEW

Littlemoor and Moss Road believe that safely managed educational visits are an integral part of the entitlement of every pupil 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 our infant schools supportive and effective learning environments. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Enhanced curricular and recreational opportunities for our pupils beyond those which could be provided on the school site alone;
- Improvements in their ability to cope with change;
- Increased critical curiosity and resilience;
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness;
- 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. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish;
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence;
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse;
- Greater sense of personal responsibility;
- Possibilities for genuine team working including enhanced communication skills;
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments;
- Physical skill acquisition and the development of a fit and healthy lifestyle.

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

Further guidance can be found on the website of the Outdoor Education Advisers' Panel National Guidance at <http://oeapng.info/>

All educational visits at this school are prepared and submitted for approval through Exeant, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

Risk assessments must be completed for all visits and uploaded to Exeant. The risk assessment must include details of all significant risks, and how they will be mitigated or managed to an acceptable level.

Whilst it is the assessing of risk which is primarily important and not the piece of paper at the end of the process, it is a legal requirement for these risk assessments to be recorded (ref. *The Management of Health and Safety at Work Regulations 1999*).

Visit Leaders should use the risk assessment format which is approved by the school; these are available from the school server and on the resources section of the school's Exeant account.

All staff are required to plan and execute visits in line with school policy (i.e. this document), DMBC policy and guidance, and National Guidelines. Staff are directed to be familiar with the roles and responsibilities outlined within the guidance.

1.1 DEFINITIONS

Activity	Any specific element within a Visit. This might be a particular activity (such as pond dipping) but could equally refer to a specific element of the Visit (such as travel). Visits should be regarded as comprising a number of consecutive and interdependent activities.
Base contact	The person or people who can be contacted by the Visit Leader at any time (day or night) during a Visit and who has the competence to provide support and, if necessary, take charge of the situation.

Educational Visits Co-ordinator (EVC)

The member of school staff appointed to co-ordinate all Visits and with the status to effect change and be the focus of good practice.

Recommendations Demonstrate good practice.

Requirements Are instructions and must be followed.

Risk assessment A systematic analysis of the risks associated with all aspects of the Visit and what controls (measures) will be used to eliminate or mitigate the risks. Following the risk assessment, a decision can then be made as to whether the residual level of risk is acceptable. If it is not acceptable, then the Visit must not go ahead.

Visit The term that describes the entire period between departing from and returning to the school, including time devoted to travel. The Visit will usually comprise a number of activities.

Visit Leader The designated person responsible for the Visit and who will have over-all responsibility for the safety and conduct of participants.

2. ROLES AND RESPONSIBILITIES

2.1 THE GOVERNING BODY

The Governing Board is responsible for:

- Ensuring that this policy complies with the school's Health & Safety Policy and all relevant Health & Safety legislation;

2.2 HEAD TEACHER

The Headteacher is responsible for:

- Ensuring that all visits are carried out in line with this policy;
- Ensuring that the school's EVC has adequate training to carry out the role;
- Ensuring that all visits are inclusive and do not discriminate on the basis of any of the protected characteristics listed in the Equality Act 2010;
- Counter-checking and approving all educational visits via Exeant, after they have been approved by the EVC;

2.3 EVC

The EVC is responsible for:

- Ensuring that the school's Educational Visits Policy is reviewed at least every three years; more often if there are significant changes to relevant legislation or national/local guidance;
- Checking and approving all educational visits via Exeant;
- Bringing to the attention of Visit Leaders any proposed arrangements for an educational visit that do not meet the school's requirements and supporting Visit Leaders to alter arrangements in order to make the visit viable;
- Keeping records of all visits including reports of accidents/near misses that occur;
- Providing in-school training/briefings for all staff organising educational visits;
- Facilitating the sharing of good practice with regard to educational visits;
- Organising external training for Visit Leaders as and when appropriate;
- Monitoring practice and reviewing systems.

2.4 VISIT LEADERS

Visit Leaders are responsible for:

- Ensuring that all visits receive initial approval from the EVC before any detailed arrangements are made;
- Ensuring that all the necessary approvals have been granted before beginning the visit;
- Submitting all forms to the EVC in a timely fashion, as per this policy;

- Ensuring that parental consents are obtained before the visit takes place and that any children from the relevant class/year group not taking part in the visit have suitable alternative arrangements. Under no circumstances should a child be taken off-site without parental consent;
- Organising emergency arrangements including a base contact who can be contacted at all times during the visit (NB for residential, adventurous or overseas visits there must be at least two 24 hour base contacts);
- Ensuring that the base contact has the list of participants taking part in the visit before it begins, contact details for the Visit Leader and contact details of the venue to be visited;
- Checking with the school's Business Manager that all accompanying adults have the necessary DBS police checks;
- Explaining all visit arrangements, including risk assessments, to all adults taking part in the visit and ensuring that they have the base contact's details (to be used by other adults only in the event of the Visit Leader being incapacitated);
- Recording any accidents/near misses that occur on visits which they are leading and sharing these with the EVC;
- Ensuring that adequate first aid arrangements are in place for all visits which they lead;
- Making adequate arrangements for all special educational or medical needs of visit participants;
- Stopping the visit or an activity if the risk to the health & safety of participants or members of the public is unacceptable and having a back-up plan in place for such an eventuality;
- Following all aspects of this policy when organising educational visits.

3. PROCEDURES

3.1 TYPES OF VISIT

There are three types of visit:

- Routine local visits in the 'Extended Learning Locality Statement' (See Appendix A) –Cat. A
- Day visits within the UK (outside of London) that do not involve an adventurous activity – Cat. B
- Visit to London, and/or that are overseas, and/or residential, and/or involve an adventurous activity - Cat. C

3.2 LOCAL VISITS

Use of the local area for environmental, historical and geographical work is encouraged. This includes traffic counts, visits to the local shops, garden centres, etc. No transport will be needed but safety issues and staffing ratios must be considered and kept to.

As a guide, staffing ratios should be at least 1:10 for Key Stage 2; 1:6 for Key Stage 1 and 1:4 for Reception. However, these ratios are not definitive and will vary according to the nature and challenges that some children may present. The nature of the activity and the level of experience of accompanying adults should also be taken into consideration. This is part of the risk assessment process and should be documented therein.

The Visit Leader must take a mobile phone and first aid kit in case of emergencies.

The Visit Leader must complete a risk assessment and Exeant entry at least a week before the visit and ensure that approval has been given by the EVC and Headteacher before starting the Visit.

3.3 DAY OR HALF DAY TRIPS

Once a member of staff has decided on a visit location which needs transport, and gained initial approval in principle from the EVC, the following schedule should be followed:

Depending on the mode of transport to be used, either:

- Ask the school's Administrative Assistant to contact the approved coach companies to get quotes; or
- ii) Ask the school's Administrator to calculate the fuel cost of using the school minibus.
- iii) Complete a basic costing of the visit – including transport, entrance fees, etc. – to establish the financial feasibility.

The Visit Leader is recommended to undertake a preliminary visit to the location wherever possible, in order to carry out an on-site assessment. If this is not possible, an in-depth conversation should take

place between the Visit Leader and a member of staff at the venue so that the Visit Leader is in a position to knowledgeably undertake the risk assessment. If the Visit is to a location that is not staffed, a pre-visit is a requirement.

Once approval has been given by the EVC and Headteacher, confirm coach and venue bookings. Check disabled facilities if necessary. Liaise with the school's Administrator regarding payment for the venue. Calculate any financial contributions to be requested from parents, referring to the school's Charging and Remissions Policy.

Liaise with the Administrator to have information about the visit sent to parents via ParentApps. If the visit includes an external organisation who may wish to take photos of the children, consent for this should be requested at this point. Payment by either ParentPay or PayPoint barcode letter indicates consent for the pupil to go on the visit. In the case of a child taking part in the visit without the parental contribution being made, a signed parental slip must be obtained prior to the visit.

One week before the visit, inform the kitchen of the date of the visit and arrange for the required packed lunches for those children on school dinners (if necessary) and re-confirm bookings.

On the day before the visit, ensure that the pupils know of the lunch, travel, equipment and grouping arrangements. Emphasise the behaviour expected while representing our school.

On the day of the visit, hold a briefing with all other adults who are coming on the visit with you, to make sure they are clear about all the arrangements, including those that are in your risk assessment.

Also on the day of the visit, collect the first aid kit, sick bags, wipes, etc. for the journey. Make sure that you have all the necessary inhalers and other medication required by participants. Take a mobile phone in case of emergencies and make sure the base contact has this number. Collect signed cheques for fees payment if needed.

Prior to leaving ensure that a full list of adults and participants on the visit is left with the base contact.

Please bear in mind:

- Child / adult ratio should be at least 1:10 for Key Stage 2; 1:6 for Key Stage 1 and 1:4 for Reception. The actual number of adults needed will depend upon the nature of the visit and the particular challenges that some children may present. If a pupil has 1:1 support as part of their educational provision, this adult must not be counted into the over-all child / adult ratio: this should be outlined in your risk assessment.
- When costing the visit, remember to include any fees for additional adults.
- Where a parent has particular difficulty in meeting the cost, the school can contribute. However, if a significant number of parents do not make a contribution, the visit may need to be cancelled (see Charging & Remissions Policy).
- We normally expect full school uniform to be worn when out on a visit. This looks smart and aids easy identification.
- It is the Visit Leader's responsibility to check for possible safety hazards and to ensure that all pupils are well supervised at all times.
- Pocket money – instructions regarding this should be on the initial letter to parents.
- Please ask a senior member of staff about anything which concerns you.
- Try to ensure that you have a senior member of staff with you if you have less than 5 years teaching experience.
- ALWAYS ensure that you have a Plan B. Most accidents occur when no Plan B has been devised (e.g. what happens when it rains?).

4. STAFF COMPETENCE

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their 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 to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

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

5. EMERGENCY PROCEDURES

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

Both schools have an emergency plan in place to deal with a critical incident during a visit (see Appendix B). 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, or 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.

6. EDUCATIONAL VISITS' CHECKLIST

Littlemoor and Moss Road's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

7. PARENTAL CONSENT

Category A visits are covered by using the 'Extended Learning Locality Statement' (Appendix A) and parents/carers can be informed of visits via electronic means, newsletters or letter. Parents sign the Extended Learning Locality Statement when their child starts full-time school (F2) or from the date when the child joins our school.

For Category B visits that are less routine, parents/carers must be fully informed of the arrangements and acknowledgement received from parent/carers that they have received the information regarding the visit via a reply slip.

Specific, (ie. one-off), parental consent must be obtained for all visits that take place either partly or wholly outside of 'normal' school hours. For these visits, sufficient information must be made available to parents (letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Last minute consent by email or fax is acceptable. ***Verbal consent by telephone cannot be accepted.***

Children who do not go on a visit should still attend school that day and be placed in another class. If they do not, this would be counted as unauthorised absence.

8. INCLUSION

In compliance with the Equality Act 2010, all children will be included on trips and educational visits regardless of their special needs, race, religion, culture, gender and gender orientation. Within the risk assessment the school will identify children with disabilities, special educational or medical needs, and address how their needs will be catered for.

9. CHARGING/FUNDING FOR VISITS

Littlemoor and Moss

Road <https://dashboard.vitalskills.co.uk/resetpassword?key=33460f881d5b46e5ff1c84e9cba1251fa3905ef7aab4ed9da0164d2560f1c39e&email=jyoxall@legereducationtrust.com> ask for voluntary contributions for day visits, adopting the following practice:

- The head teacher makes clear at the outset if the activity cannot be funded without voluntary contributions
- The governing body or head teacher makes it clear to parents that there is no obligation to contribute.

- No child will be excluded from an activity because his or her parents are unwilling to pay.
- The timetable for the payment of contributions should allow for the Head Teacher to make a decision about the financial viability of the visit in reasonable time.

10. COSTING

The costing of off-site educational visits should normally include any of the following that apply:

- Transport
- Entrance fees
- Insurance
- Provision of special resources or equipment
- Costs related to adult helpers
- Any refreshments that the school has opted to pay for.

11. TRANSPORT

It is the responsibility of the Group Leader to:

- Ensure that the coach company knows the location of the venue;
- Only book coaches with seat or lap belts. These must be worn and checked by an adult.
- Ensure children are not seated on one of the front seats, in the centre-back seat, from where they could roll down the aisle of the coach, or by the emergency exit.
- Ensure a responsible adult is seated adjacent to each emergency exit on the coach.
- Inform the School Office of all visit arrangements and provide a copy of the letter that is sent out to parents.

12. INSURANCE

As a school we have the Risk Protection Arrangement in place through the DFE. This is detailed in section 10 of the Risk Protection Arrangement (RPA) for Academy Trusts.

[RPA membership rules for academy trusts \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622212/rpa-membership-rules-for-academy-trusts.pdf)

13. SUPERVISORY RATIOS

The standard ratio for trips at our school is 1:6 in KS1 and 1:4 in F2. However, if the activity involves greater risk then the ratio will be decreased. Some children may require 1:1 support for behavioural and/or SEN.

Whatever the length of the visit, regular head counting is essential to ensure children are where they should be. This is vital before and after embarking on any type of journey.

F1 (Nursery)	Ideally 1:1 The minimum recommendation is 1:2 The teacher and the nursery assistants should not be responsible for individual pupils.
F2 (Reception)	Ideally 1:4 The minimum recommendation is 1:5. The teacher should not be responsible for individual pupils.
KS1 (Years 1 & 2)	2:15, 1:8 thereafter. At least one adult must be a qualified teacher, and one adult must be employed by Leger Education Trust.

14. ADULT HELPERS

It is the schools' policy to use school staff wherever possible to accompany school visits. From time to time parent helpers are invited to help on school trips and then the following guidelines are followed:

- A briefing session for parent helpers should be held before each educational visit.
- Adult helpers should receive an itinerary that details the day with departure and arrival times. This should also include information on the places to be visited and the activities the children will be doing.
- As a general rule, parents should not assume that they will have their own child in their group. This is to ensure objective action will be taken with the whole group in the event of an emergency. This should be explained to the parents at the briefing session.
- Teachers should try to enlist the help of at least one male helper to accompany the visit, although it is understood that this might not always be possible.

- For the protection of both adults and pupils, all adult helpers should ensure that they are not alone with a pupil wherever possible.

14.1 CHOOSING YOUR ADULT HELPERS

Where possible, school staff are used to accompany class teachers on visits. On occasion parent helpers may be used. We have the following procedure in place:

- A letter should be sent to parents at least three weeks prior to the visit, giving the date, venue and number of helpers needed. Make it clear that offering to help does not guarantee a place by using a phrase such as "Let us know if you are able to help and we will get back to you..."
- If you receive the right number of offers, no problem.
- If you receive too few offers, then parents should be informed that unless the class has the correct number of parent helpers, the visit will not be able to go ahead.
- If you receive too many offers, put all the names in a hat and draw out the required number. Make it clear to all that this is how you made your selection and that the unsuccessful parents' names' will go to the top of the list for the next visit.
- Generally speaking, primary carers should take priority over e.g. grandparents, childminders etc BUT there may be children whose parents could not support an outing, but whose grandparent could. Use some sensitivity in this instance – do not automatically disqualify all grandparents, some of whom are quite excellent.
- Parent helpers are asked to adhere to our policy regarding the photographing of children.

15. PLANNING A VISIT

Staff should:

- Make a preliminary visit to the venue, in order to carry out an on-site risk assessment;
- As many venues now have their own Risk Assessments, ask for a copy when making preliminary enquiries;
- Check the facilities offered and the suitability of the venue;
- Consider the needs of all pupils to ensure equality of opportunity;
- Demonstrate on curriculum plans how a visit relates to the curriculum and how it is considered that the pupils will benefit from the experience;
- Consider the venue's own approach to security and health & safety;
- Take into account the probable weather conditions at the time of year proposed for the trip

Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group leader to experience the activity beforehand, or if he/she lacks the skills required to make informed judgements about the risks it may involve.

However, it is the teachers accompanying the school party who have the ultimate responsibility. The Head Teacher will not have given her approval for the visit unless satisfied with the venue, its instructors and their risk assessment procedures.

On the occasions when all classes in a Year Group are doing the same visit on different days, one Risk Assessment will suffice with amendments for pupils with individual needs.

A risk assessment must also cover transport to and from the venue. The coach companies we use on a regular basis are asked to complete an agreement form (Form CE1), detailing all the health and safety measures it routinely takes.

16. DURING THE VISIT

The following procedures will be carried out:

- The Group Leader will inform the school of their arrival at the venue and their departure.
- If for any reason your coach is going to be delayed the school must be notified at the first opportunity.
- Children should be counted regularly throughout the visit
- The Group Leader must take a list of all the pupils on the visit, and parental contact details.

- The Group Leader should ensure that the teachers/other adults have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively.
- The Group Leader is responsible for the safety of all throughout the visit and should be prepared to take decisions and issue instructions when appropriate.
- More than one adult should accompany children to the toilet.
- At all times during the visit high standards of behaviour are expected as expressed in the Behaviour Policy.

17. MEDICAL SUPPLIES

- Completion by all parents/carers of the medical information form.
- Analysis of the returned forms to ensure all medical needs are catered for.
- Teachers must take any medication that may be required by children on the visit, e.g. epipens, asthma pumps, diabetes testing kit etc. and ensure that they are familiar with each child's care plan. **Epipens and diabetes testing kits should always be taken.**
- The Group Leader and another member of staff will be responsible for medication taken on a visit. Parent helpers should be informed of any children in their group who have medication.
- All medication must be in its original container and named, with the correct form completed by parents (see Managing Medicines in School policy).
- A member of staff qualified to administer an epipen or rectal diazepam, do a diabetes test or administer asthma medication should accompany a trip where a child with one of these conditions is going.
- Consideration needs to be given to children with special needs/care plans to enable them to fully participate in the activities planned, whilst maintaining appropriate health and safety.
- It will be necessary to take a first-aid kit. This is available from the School Office. Please inform the School Business Manager upon return if it has been necessary to administer first-aid.
- On return to school, the administration of such medication should be recorded on the school record sheet in the office. All medication should be returned to the office for safe storage.

18. VISIT DOCUMENTATION

The visit plan for intended educational visits must include the following:

- Appropriate risk assessment
- Application for approval of visit
- General information
- Names, ages, contact details, consent forms, medical records and other relevant details of all those going on the trip
- Travel schedule, importantly the arrival and departure times
- Full schedule of activities
- Fire precautions and evacuation procedures where appropriate
- Intended arrangements for supervision
- Emergency contacts and procedures
- General communications information, eg chain of command
- Guidance for the emergency contact and Head Teacher
- Medical questionnaire returns.

19. VISIT ESSENTIALS

- Mobile phone- always ensure that is fully charged and school number is programmed in
- First Aid Kit

20. VISIT PREPARATION BY THE TEACHING ASSISTANTS

The following items must be prepared by Teaching Assistants to take on all coach journeys:

- Sick bucket (filled with a good amount of sand)
- Spare clothes

- Plastic carrier bags (for rubbish and accidents)
- First Aid Kit
- Tissues
- Paper towels
- Rubber gloves
- Towels
- Personal medication for individual children
- Milk/Fruit
- Packed Lunches
- Contact details for staff/helpers and pupils

Askern Littlemoor & Askern Moss Road Infant Academies

Extended Learning Locality Statement

Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues:

- Campsall Woods
- Askern Lake
- Askern Library
- St Peter's Church
- The local shops, including the Co-op

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the Exeant visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

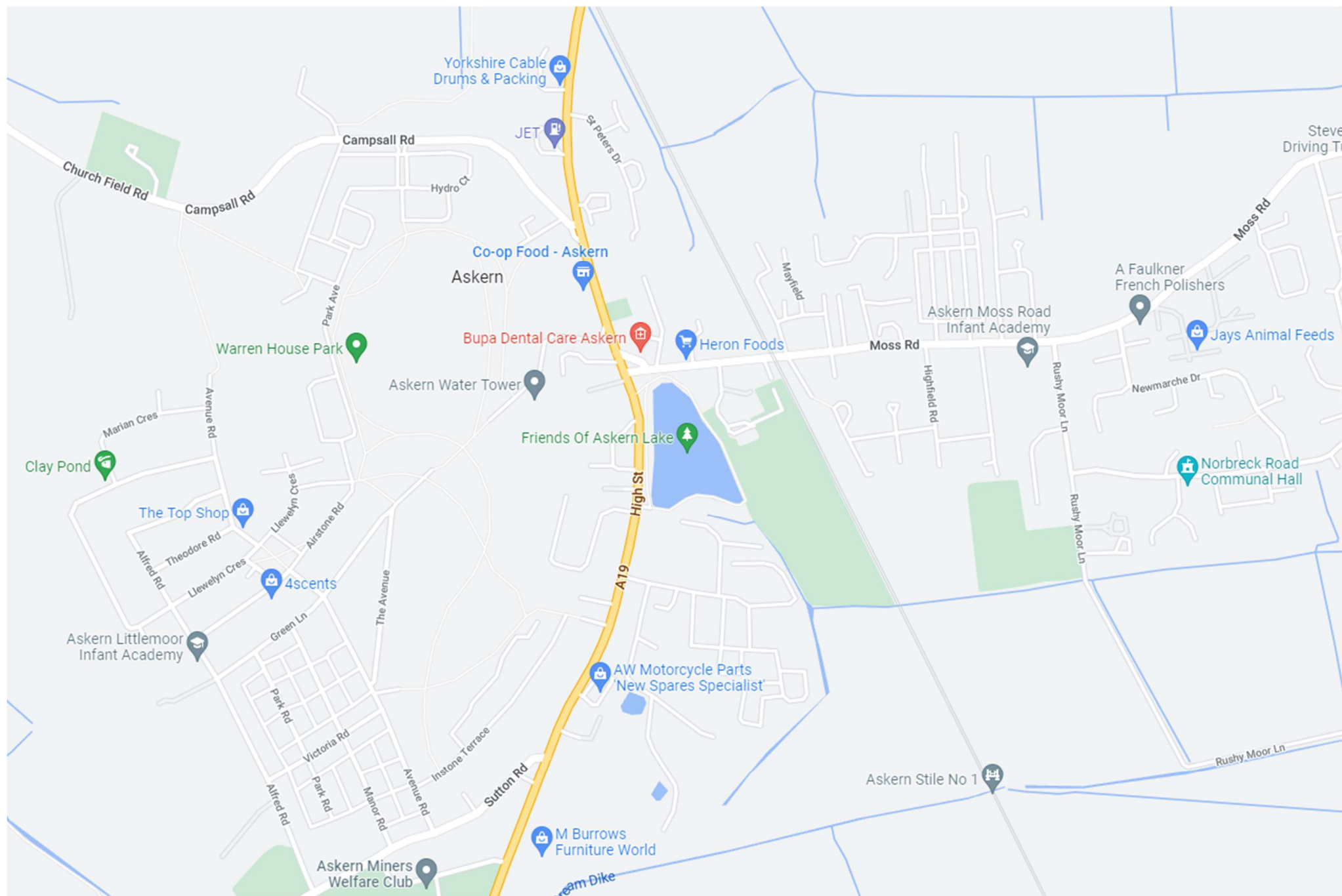
The following are potentially significant issues/hazards within our extended locality:

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

These are managed by a combination of the following:

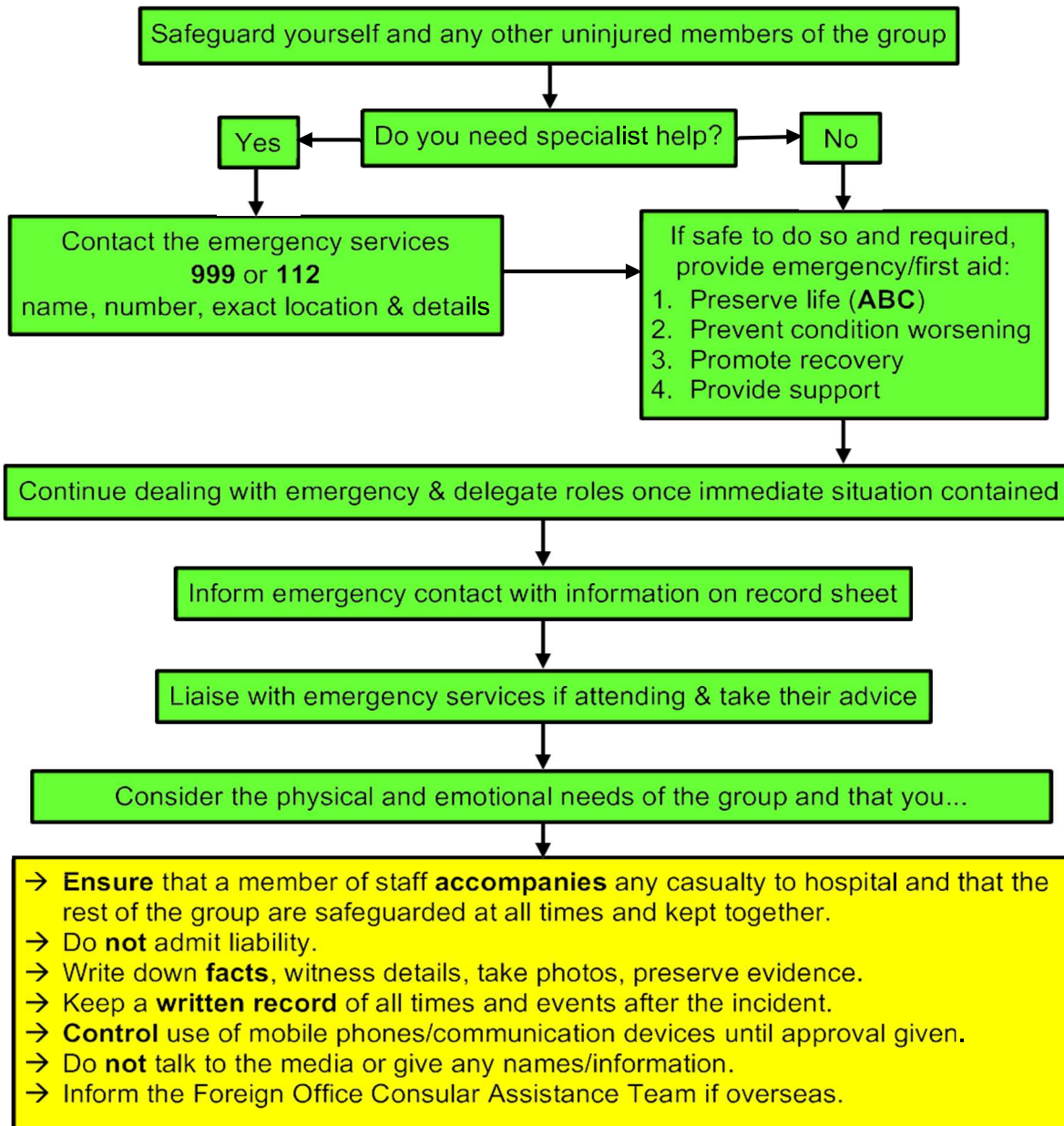
- The Executive Head Teacher or Assistant Head Teacher must give verbal approval before the visit leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the Office Team.
- The concept and operating procedure of the 'Extended Learning Locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. (Our simple road markings in the playground are used to rehearse how we cross a road, and our children become well drilled and slick as everyone knows what is going to happen.)
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- ***When walking into Askern centre, children walk via Green Lane & Warren Park, rather than walking along the A19.***

Signed statements are stored in the school office.



Visit Leader Emergency Action Plan (VLEAP) v1

REMAIN CALM, ASSESS THE SITUATION



Your Establishment Emergency Contact Number(s)

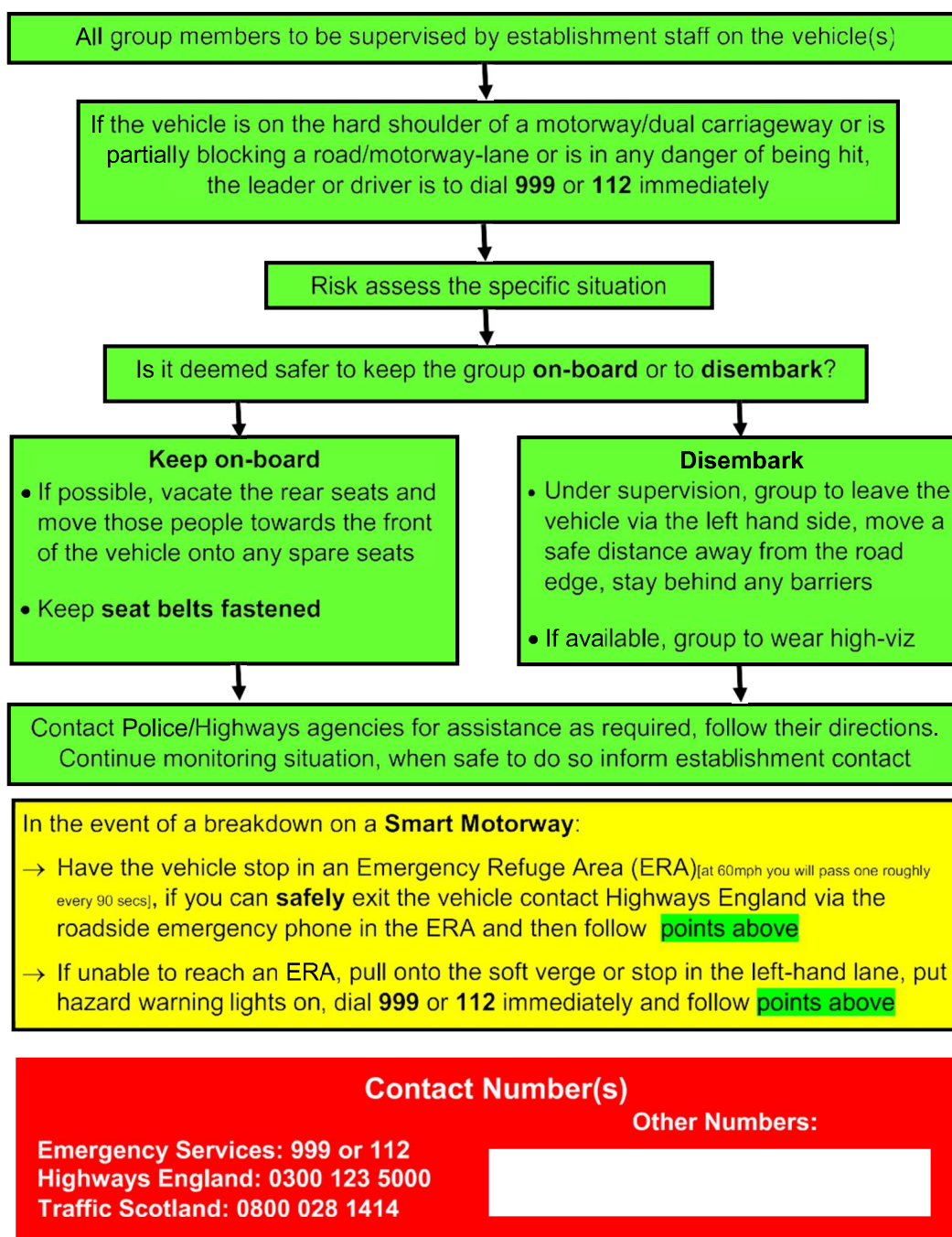
DMBC Out of Hours Emergency Number: +44 (0)1302 341628
Foreign Office Consular Assistance: +44 20 7008 1500

EMERGENCY RECORD SHEET

Name of caller:	Role of caller:
Caller's telephone number:	Time of call:
	Time of incident:
Total number in party:	Current location:
Nature of emergency:	
Name of casualties & their injuries:	
Emergency services alerted?	Is the rest of the party safe?
Have any party members gone to hospital?	
If yes, who is with them?	
Caller's proposed plan of action:	

Vehicle Breakdown Action Plan (VBAP) _{v1}

REMAIN CALM, ASSESS THE SITUATION



Establishment Emergency Contact Action Plan (EECAP) ^{v1}

This card is to be used along with the 'EMERGENCY RECORD SHEET' by the Establishment'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 a copy is placed visibly in the Establishment's office.)

On receiving a call:

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 this it is clear to all who this is.
- **CONTACT** the group in difficulty to reassure them, get up to date information and keep them information 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 – admin support/site manager
 - Record/log keeper
- Information for 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 call do not swap communications. Consider other means of communication such as internet, email and text.
- Liaise with your employer over provision of links with emergency services, media, tour operators, insurance companies etc. – as necessary.
- Carry out the actions required to support the Visit Leader and staff on the visit.
- 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 on 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, other Establishment staff (beware of other staff inadvertently starting rumours circulation).
- Control information to the media – use the expertise of your Employers communications team and direct all media enquires 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).

EMERGENCY SHEET

This document is designed to ensure that in an initial telephone discussion between a Visit Leader in difficulty and their designated Establishment Emergency Contact, both parties have the same document to look at and thereby ensure that all key factors are recorded. The document should be kept to hand by all those designated as a Visit Emergency Contact and also carried by Visit Leaders and Assistant Leaders.

Name of caller:	Role of caller:
Caller's telephone number:	Time of call:
	Time of incident:
Total number in party:	Current location:
Nature of emergency:	
Name of casualties & their injuries:	
Emergency services alerted?	Is the rest of the party safe?
Have any party members gone to hospital?	
If yes, who is with them?	
Caller's proposed plan of action:	

Guidance notes for an Establishment Emergency Contact prompting a Visit Leader in difficulty

Prompt/remind the Visit Leader to:

1. Remain Calm.
2. Not rush – try to remain objective and assess the whole situation.
3. Safeguard themselves and the uninjured member of the party, ensuring that they are:
 - Accounted for;
 - Safe and briefed on how to remain safe;
 - Adequately supervised.
4. Contact the emergency services as required. Ensure a member of staff accompanies any young person to hospital.
5. Administer first aid if safe to do so with a view to:
 - Preserving life;
 - Preventing the condition worsening;
 - Promoting recovery;
 - Providing support.
6. Provide basic first aid following the main principles of:
 - Ensuring a clear **A**irway and maintenance of **B**reathing – unconscious casualties require a safe airway position,
 - Stopping major bleeding (**C**irculation),
 - Protecting the casualty from the environment – keep them warm
 - Monitoring their condition, reassuring and providing emotional support.
7. Delegate so that they can maintain an overview of all this is happening or needs to be done.
8. Take advice from the emergency services.
9. Support the physical needs of the group by providing shelter, refreshments and evacuation.
10. Support the emotional needs of the group and keep them occupied.
11. Control the use of mobile phones and communication devices and not to make direct contact with family and friends.
12. Maintain a record/log of events with timings.
13. Refer all requests for information (other than from the emergency services) to the establishment.
14. Inform the Foreign and Commonwealth Office Consular Assistance Team **if overseas**.

24. APPENDIX E – ACTION SHEET

EDUCATIONAL VISIT TO:

The document below is to be initiated by the Party Leader and circulated between the appropriate staff.

BEFORE	TASK	DATE
Office	Obtain costs for coaches, entrance fees and other expenses	
Notes		
Party Leader	Visit the proposed venue	
Notes		
Party Leader	Check venue for toilets, eating environment, shops and fire precautions	
Notes		
Party Leader	Completed the necessary pre-visit paperwork: visit plan, risk assessment.	
Notes		
Office	Complete the Journey Costing Calculation form	
Notes		
Party Leader	Obtain authorisation from the Head Teacher/Governors	
Notes		
Office	Check the booking of coaches/other transport and Venue	
Notes		
Office	Once the visit has been booked, write the first letter to parents including all relevant details, venue, times, cost. Also include parental consent forms, meal requirements and medical consent forms. The letter should include a timing schedule for payments.	
Notes		
Office/Head/Party Leader	Agree number of staff required. Talk to staff needed and ensure available. Note in diary any staff needing payment and any additional cover needed. Inform all teachers not going if their support staff are required for the visit.	

Notes		
Office	Keep record of money brought in by children and parents'/carers' consent forms.	
Notes		
Office	Notify School Kitchen 2 weeks prior to the visit about the reduced number of meals in school and order School Packed Lunch requirements for the visit.	
Notes		
Office/Party Leader	One week before the visit, send a reminder letter advising clothing and spending money requirements, and request missing paperwork and final payment. Party Leader needs to set out the purpose of the visit and the planned activities.	
Notes		
Party Leader	Group children with group leaders and provide list for each helper, together with a timetable of the day, listing times for departure/lunch/return/places/activities/learning objectives. Provide copy of groupings and plans for day to Head Teacher, including Plan B in case of inclement weather.	
Notes		
Support Staff	Day before visit collect together First Aid requirements(See Form D) and contact numbers for parents.	
Notes		

25. APPENDIX F - CHECKLIST

Children's medical records/personal medication	
All the permission slips	
All the emergency contact numbers	
First Aid Kit	
Mobile phone for emergency usage	
Do all the adults know their duties?	
School Packed Lunches from the kitchen	
Trolley from kitchen	
Fruit and/or milk	
Contact details for all staff	