



Stamford Green Primary School and Nursery

Educational Visits Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____*
- Children and Learning Committee Meeting _____
- Resources Committee Meeting _____

Date: 19.3.26

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Educational Visits Policy

1. Introduction

Stamford Green Primary School and Nursery provides many opportunities for its children to enrich and enhance their on site learning through use of outdoor educational visits. This encompasses residential activities, environmental studies, sports, physical and cultural activities, adventurous activities. At Stamford Green we have planned our 'Opportunities and Thrive Experiences' which ensures that over their seven year journey with us, each child has the opportunity to experience a variety of trips, visits and visitors which enhance the curriculum. This policy has been written in conjunction with Surrey County Council's 'Guidance for Outdoor Educational Activities and Off site Visits (including DofE) with links to OEAP National Guidance and Evolve' 2025 – 2028.

Surrey County Council uses the web based system 'Evolve' to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own Evolve account, which is set up by their establishment's Educational Visits Coordinator.

2. Objectives

- a) The purpose and value of educational visits are:
 - i. Help to bring the curriculum alive.
 - ii. 'Real' learning.
 - iii. Support learning in class.
 - iv. Broadening horizons.
 - v. Develop self-esteem.
 - vi. Develop decision-making.
 - vii. Build relationships.
 - viii. Help children to understand risk.
 - ix. Develop and enhance children's independence.

- b) The value of off-site educational visits is well recognised by the Governing Body and is fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Off site visits must be well managed, information communicated and responsibilities recognised.

3. Approval for Educational Visits

- a) All educational visits must be approved before the visit takes place by the EVC (Educational Visits Leader) and the Headteacher. The Headteacher and the EVC should be satisfied with the purpose, planning and proposed staffing (including that the visit leader has been appropriately inducted and/or trained and is competent to lead the visit) for the off-site activity.

- b) When the Headteacher authorises a trip on Evolve, he/she confirms that the visit complies with school and local authority policy, and that in their opinion the visit leader and any accompanying staff are competent to supervise the visit.

- c) The Local Authority (LA) relies on the Headteacher to make an appropriate professional judgement prior to authorising visits, by taking all aspects into account, including but not limited to:
 - i. The competence of the visit leader.
 - ii. The competence of the accompanying staff.
 - iii. The ages, level of maturity of pupils, including those with additional needs.
 - iv. The intended learning outcomes.

- v. The proposed itinerary.
 - vi. The contingency plans (Plan B) in place.
- d) In order for approval to be given, visits should:
- i. Have significant educational value.
 - ii. Have given due consideration to financial and safety aspects.
 - iii. Be suitable for all the pupils involved with reasonable adjustments made where needed.
 - iv. Be inclusive with reasonable adjustments made where needed. See section 16.
 - v. Be related to the school's seven commitments and/or curriculum.
 - vi. Be linked to work within school through the curriculum and any associated preparation and follow up activities.
- c) All residential trips must be approved by the Outdoor Education Adviser at Surrey County Council and by the Chair of Governors.

4. Roles and Responsibilities

- a) The Governing Body:
- The Governing Body should satisfy itself that the appropriate procedures, risk assessments and control notes are being followed. All off site visits that are residential, abroad or hazardous need to be approved by the Chair of Governors. Such approval should be recorded in the minutes of the Governing Body under Chair's actions. It is the responsibility of the Governing Body to actively assure themselves of the soundness of any venture. The Governing Body should ensure that the school has an Educational Visits Co-ordinator/Leader in place.
- b) The Headteacher:
- The Headteacher is delegated by the Governing Body to approve all off site educational visits of a perceived low risk, local, daily or regular nature. In addition, the following responsibilities and duties are undertaken:
- i. Ensure that visits comply with all guidelines and regulations set out by the school and the LA regarding health and safety.
 - ii. The purpose of the activity is appropriate for the group involved.
 - iii. The visit's educational objectives are inclusive with reasonable adjustments made where needed.
 - iv. The ratio of adults to children is appropriate.
 - v. With the EVC, the risk assessment has satisfactorily responded to all issues raised from all relevant information, including preliminary visits.
 - vi. A debrief is carried out with the EVC and Group Leader following any significant incident.
 - vii. There are adequate safeguarding procedures in place.
 - viii. Group Leaders have been allowed sufficient time to organise visits properly.
 - ix. The LA or Governing Body have approved the visit if necessary.
 - x. the mode of transport is appropriate and travel times out and back are known, including pick up and drop off points.
- c) The Educational Visits Coordinator/Leader (EVC):
- The EVC ensures that all off site activities follow the correct procedures. The EVC will approve the Group Leader for all visits and will monitor the written risk assessments to ensure good practice. In addition, the following responsibilities and duties are undertaken:
- i. Support the Group Leader in identifying the purpose of the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers.

- ii. Support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits.
- iii. Advise the Group Leader about supervisory ratios.
- iv. Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event.
- v. Ensure that the Group Leader understands how to contact the Duty Officer and other emergency contacts.
- vi. Keep records and make reports of accidents and 'near accidents'.
- vii. Review and regularly monitor procedures.
- viii. Liaise with the Outdoor Education Adviser at Surrey County Council to ensure the proposed visit complies with the LA regulations.
- ix. Ensure a policy is in place for educational and offsite visits and that this is updated as necessary.

d) The Group Leader

- i. The Group Leader has overall responsibility for the control and leadership of staff and children throughout the duration of the visit or journey. Group Leaders should be accountable, confident and competent to lead the specific visits or activities for which they are approved.
- ii. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position in the school.
- iii. The leader of a school visit or activity does not have to be a qualified teacher provided that they have the qualifications or experience that are needed to lead the visit or activity.
- iv. Establishments should ensure that leaders remain competent, that their relevant qualifications are current, and that they do not suffer from 'skill fade' or complacency.
- v. The responsibilities of the Group Leader include:
 - Obtaining the appropriate level of approval for every visit or journey.
 - Appointing a deputy.
 - Ensuring adequate first aid provision is always available.
 - Being aware of safeguarding issues.
 - Reviewing each visit, informing the Headteacher and EVC concerning any significant incident or where adjustments might be made.
 - Ensuring supervision ratios are appropriate and supervisory practice is good.
 - Undertaking all aspects of the planning and preparation, including the preparation of parents, staff and young people via letters and pre visit briefings. The party leader should also complete a thorough risk assessment, which has taken into account issues raised by their preliminary visit.
 - Preparing the staff attending the visit, ensuring that roles and responsibilities have been clearly established for each member of staff; this should include the nomination of a deputy.
 - Ensuring that all staff are made aware of the emergency procedures and know how to get hold of the school's emergency contact. Staff must also have a good knowledge of any medical or special needs the young people may have.
 - Ensuring that all equipment in case of an emergency are taken on the trip, including hi vis jackets, the duty phone, mobile phone charger pack and if necessary, an A-Z of London and wrist bands for the children.

5. Planning a visit

- a) It is essential that the Group Leader has formally completed plans for all visits before the day of departure. Group Leaders should satisfy the Headteacher and EVC that the visit has sound aims and objectives and that they have considered the potential dangers and problems of the visits and has planned and taken action to reduce them. The following points should be regarded when planning a trip:
- i. Staffing.
 - ii. Transport.
 - iii. Programme for the trip.
 - iv. Emergency procedures and Plan B.
 - v. Kit list if appropriate.
 - vi. Medical, dietary and special needs.
 - vii. Risk assessments.
 - viii. Preliminary visits.
- b) It is essential that the needs of all children participating in the trip are considered. Under the Equalities Act, it is unlawful to treat a disabled person less favourably or to fail to take reasonable steps to ensure that disabled people are not placed at substantial disadvantage without justification. Schools should show that the needs of all attendees have been considered and that reasonable adjustments have been made if necessary. See section 16.
- c) Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

6. Aims of a preliminary visit

- a) When the current circumstances of the site are not known to the Group Leader, a preliminary visit is strongly recommended however, if this is not possible, the Group Leader must obtain information on the places to be visited with particular regard to potential hazards.
- b) A preliminary visit is an important and legitimate part of planning for any educational visit. As such, reasonable expenses incurred can be charged towards the cost of the trip, although many companies encourage preliminary visits by offering them at a reduced or no cost.
- c) The preliminary visit will help Group Leaders to gain a detailed insight into the venue, providing information for risk assessments and operational procedures.
- d) Other purposes of a preliminary visit are to:
- i. Check that the venue satisfies the aims and objectives of the proposed visit.
 - ii. Discuss with a member of staff the content of any talk, ensuring that it fits in with the aims and objectives of the proposed visit.
 - iii. Undertake a site risk assessment.
 - iv. Check that the venue can cater for the needs of the staff and children.
 - v. Become familiar with the area and surroundings before taking a group there.
- e) In the case of a residential trip, the sleeping areas should be checked that that they are adequate for the needs of the group. Sleeping areas may vary, but they should offer:
- i. Adequate ventilation.
 - ii. Reasonable washing and toilet facilities.

- iii. Storage space for personal belongings.
- iv. Sufficient room between beds to allow easy movement, particularly in the event of an emergency.

7. Risk Assessments

- a) It is a legal requirement for a risk assessment to be completed for all off site visits. It needs to show that a proper check was made, those who might be affected were considered, action was taken to deal with all the significant hazards, the precautions were reasonable and the remaining risk was low. This information must be available as it could be required by a court of law.
- b) It is the Group Leader's responsibility to complete the risk assessment, although they should receive support if necessary. It is not necessary for Group Leaders to undertake the risk assessment of activities run by external providers.
- c) Frequent visits do not need a new risk assessment each time; however, if circumstances of the visit change at all then the risk assessment should be updated in the light of these changes.
- d) A risk assessment is considered an evaluation of potential hazards and the level of risk associated with them. The aim is to identify how the hazard and risk can be controlled and reduced so that people do not suffer injury or illness. It is vital that once identified, the control measures are understood and implemented by those involved.
- e) Risks are expected to be reduced to an acceptable or tolerable level and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.
- f) A risk assessment should be reviewed every time there is a change to the activity, type of group, location; every time a group returns from a journey or visit; every time there is a 'near accident'. A 'near accident' can be simply defined as an incident that almost happened and which would have resulted in injury or harm.
- g) Throughout the duration of the visit the Group Leader and other members of staff should be continually reassessing the risks. Group Leaders should trust their professional judgements and understanding of their young people. Ultimately the Group Leader is responsible for the group and should be able to use their own judgements to cancel or alter hazardous activities, even if contracted activity leaders are running them.
- h) All risk assessments should be completed using the online Evolve system – www.surreyvisits.org.uk where details of the trip, including venue, transports, accompanying adults are entered. The Stamford Green Risk Assessment should also be uploaded to this website (see Appendix A). All teaching staff have their own log in to Evolve. If a new log in is required, please speak to the EVC.
- i) On Evolve, there are two types of risk assessments that can be completed – a local visit and a visit form. Local visits are visits within the local area that the children will take part in by foot e.g. a visit into Epsom. For all other trips where transport is required, including transport by parents, a visit form is required to be completed.

- j) All risk assessments must be authorised by the EVC and the Headteacher before the day of departure of the visit. When the Headteacher authorises a visit, he/she confirms that the visit complies with school and local authority policy, and in their opinion, the visit leader and accompanying staff are competent to supervise the visit. This should be completed 10 days before the trip is scheduled to take place.
- k) For overseas visits, residential trips, (including the Y2 sleepover) and adventurous activity visits authorisation must also be made by the local authority. This is undertaken by Outdoor Education Leader at Surrey County Council, and the Chair of Governors must also be informed.
- l) The local authority operates on the basis that the Headteacher should not submit the visit for LA approval if he/she is not satisfied with the intended arrangements. 'Approved by LA' on Evolve therefore confirms that the school appears to have followed the Local Authority's stated procedures.

8. Supervision

- a) Adult supervisors in charge of young people during a visit have a duty of care to make sure that remain safe and healthy.
- b) Adult supervisors in charge of young people are 'in loco parentis'. They have both a duty of care towards those young people and a common law duty to act as a reasonable, prudent and careful parent would in similar circumstances.
- c) Parents and volunteers may be used to enhance the supervision of school visits and off-site activities. They should be carefully selected and ideally well known to the school and young people. It is important to note that the legal principle of 'in loco parentis' applies to all adults who take charge of the children of others, although the law would expect a higher standard of care from professionals because of their training and experience.
- d) In situations where it is proposed that the children, relatives or close friends of staff will be with a school on an off-site activity, there is a risk that a conflict of roles may occur. With this in mind, roles and responsibilities of all adults must be made clear i.e. that his/her first duty is to the group as a whole. Any adult not accepting this should not be chosen.
- e) Adults should ensure that all supervision is proactive and that they are constantly assessing and reacting to circumstances. Regular head counts are an essential part and are especially important when moving from place to place within a venue or during travel.
- f) When swimming, one member of staff should be allocated to look after the boys and girls group changing room. Whilst the children are changing the member of staff should stand with their leg/foot keeping the door to the changing room open a jar but facing the opposite way to the children changing. This will allow for children to seek assistance immediately, if needed, whilst maintaining a degree of privacy for the children changing.

9. Ratios

- a) Staffing ratios are a risk management issue and should be determined through the process of risk assessment.

- b) It is important to have a high enough ratio of adult supervisors to young people for any visits. The Headteacher should decide the appropriate ratio, based on:
- i. Sex, age, group, ability and location.
 - ii. Experience of adults in off-site supervision.
 - iii. Competences and qualifications of staff, both, general and on specific activities.
 - iv. Competence and behaviour of young people.
 - v. Venue/type of accommodation.
 - vi. Duration and nature of journey.
 - vii. First aid cover.
 - viii. Contingency or 'Plan B' options.
- c) Staff who are assigned to support the special needs/disabilities of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.
- d) A visit must not go ahead where either the Group Leader, EVC or Headteacher is not satisfied that an appropriate level of supervision exists.
- e) At Stamford Green, we will use the following ratios as a starting point when deciding on staffing ratios. Following a risk assessment of the trip, the ratio of children to adults may be amended. A minimum of two adults will be present on each trip.

Age of children	Adults:Children
Early Years	The Early Years Foundation Stage (EYFS) Statutory Framework (updated 3.4.17) no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. 1:6 with a minimum of 2 adults.
Years 1 - 2	1:6 with a minimum of 2 adults.
Years 3 - 6	1:10 with a minimum of 2 adults where there are no significant dangers, a ratio of 1:15 can be applied.
Residential Visits	1:6 for Y3 and 1:10 for Y4 - Y6 Wherever possible, a mixed staff of both females and males would accompany the children on residential trips. There should be 1 adult for each group of children undertaking the activities at the visit.
Sleeping Overnight at school	Six adults, as a minimum (two per class) should stay over with the children. Other staff will be required to run activities before the children go to sleep. Wherever possible, a mixed staff of both females and males would look after the children.

10. Transport

- a) Parents or carers need to be informed of and ask to give their consent to all the modes of transport being used.

- b) Coaches/Minibuses used must have seatbelts and seatbelts must be worn.
- c) Good overall management of behaviour should be maintained from a position with a suitable field of view that is near the emergency exit. Another adult should sit close to the driver and any additional adults should be dispersed throughout the vehicle, not sitting together.
- d) On public transport, register checks should be made each time the group moves from one area to another. It is often essential to split a large group into sub groups to get on buses or trains. Additionally, it is far easier to supervise a subgroup in a crowded place such as a train station.
- e) There is no obligation for teachers to transport pupils in their own cars. In certain exceptional circumstances, which have been agreed in advance by the Headteacher, teachers may provide transport to pupils in their own cars. In these circumstances, the teacher must ensure that the parent is aware and they have the necessary car insurance. Teachers will not travel in a car on their own with one pupil.

11. Emergency Procedures

- a) For all school visits and residentials, the Group Leader must identify a Duty Officer.
- b) The Duty Officer is the person who will support the Group Leader and group in the event of extra communications or a serious incident, accident or emergency, or any occasion where there might be media interest. He/she must be an experienced, senior member of staff who has sufficient authority to be able to offer support and guidance in difficult circumstances.
- c) The Duty Officer must have full and complete details of the journey, including contact details for participants and staff. The Duty Officer must be available for the Group Leader until the group has returned safely.
- d) In the event of a serious incident, the Duty Officer should immediately seek advice and support from the LA. The procedure is outlined in Appendix B and C.
- e) Operation Duke is the name of the LA emergency response scheme. It provides a network of support for a group facing an emergency and will be the means of involving senior officers within the LA who have been trained to assist if an emergency or serious incident occurs. Operation Duke cards should be taken on all trips (See Appendix C).

12. Expectations of staff

- a) Staff are expected to wear comfortable clothes that are of smart, casual appearance. Light Denim should be avoided. However, on some trips (e.g. residential trips) it is acceptable to wear jeans.
- b) All Stamford Green staff should wear an orange hi-vis jacket during day visits.
- c) There is a strict no alcohol policy on day trips and residential trips.
- d) There is a strict no smoking/vaping policy on day trips. Smoking/vaping is only permitted on residential trips in identified areas by the provider whilst the member of staff is off duty. They should not return to duty smelling of smoke/vape and children should never see.

- e) Staff leading a trip should ensure that everyone who is assisting on the trip, whether it a member of staff or parent, is fully briefed on the trip. The Group Leader should ensure that every adult receives a pack of information, including Information about the trip and group (See Appendix E), an itinerary of the trip, Operation Duke card and a map of the location if possible. The Group Leader should also ensure that the Duty Officer receives a trip pack at least two days in advance of the trip.
- f) Medicines needed and accidents that happen on trips should be recorded as per the Administering Medicines Policy and the recording of accidents should be as per normal school procedure.
- g) When going on a school visit in a major city (e.g. London), the trip leader should ensure that two A-Zs are taken on the trip, one for the Group Leader and one for the Deputy Group Leader. This is in case of evacuation procedures in the area.
- h) For all trips to a major city (e.g. London), a member of the Leadership and Management Team or (ELT) Extended Leadership Team should attend the trip, to assist the Group Leader in case of emergency.
- i) For all trips to a major city (e.g. London), a WhatsApp group containing the staff attending the trip is set up for communication in case of emergency and/or the group have been separated. Children should also wear wrist bands with the school's contact information on.
- j) The Group Leader is responsible for collecting all trip packs at the end of the trip and disposing of them as necessary (including the shredding of personal information).
- k) The Group Leader is responsible for arranging a year group/class photo to be uploaded to the school's Instagram account. The Group Leader and teachers posting, will ensure that only children with the correct permissions will feature in any Instagram posts. # and @ will only be used to tag an organisation, after the trip has ended.

Day trips:

- i. There should be one photo uploaded for each class.
- ii. Apart from residential trips, the Y2 Sleepover and the Y5 O2 trip, posts to Instagram should be on the way home.
- iii. For trips to religious buildings, Instagram will only be updated once the trip has returned to school.

Residential trips:

- i. There should be one photo uploaded each day for residential trips. This may be a class or year group picture.
- l) The Group Leader will use Instagram to update parents/carers if there are any changes to the time the trip will be arriving back at school. This only applies to trips that will be back after the school day has finished. When updates are given because of a delay, the time should not be given. Instead, an amount of time against the expected time previously advertised in the trip letter should be used e.g. 'Due to traffic, we will be arriving 30 minutes later than expected.'

13. Parental consent

- a) It is essential that the parent/carer be asked to give his/her consent well in advance of a planned journey or visit. If the visit is local, requires no transport and is a regular part of school activities then consent is only required once, when children start school. However, if the visit's circumstances change, then parents/carers need to be asked again to give consent.
- b) E-consent is an acceptable alternative to paper-based consent forms. If a parent has paid for a trip on ScoPay, we will consider this as consent given for the trip.
- c) The Headteacher must ensure that parents/carers are fully aware of the nature of the visit and the activities to be undertaken and have given their consent.
- d) If a parent or carer refuses to give consent, then the young person may not attend. However, every effort should be made to deliver the curricular aims of the journey or visit by other means.
- e) For residential trips, parents will be informed of all activities that the children will be taking part in via the Weekly Information

14. Swimming

- a) All swimming activities and venues must be included within the visit plan and risk assessment document. Lifeguarding arrangements must be checked in advance.
- b) Local Authority approval is not required if the swimming activity is lifeguarded.
- c) UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- d) Unless suitably qualified, the establishment's staff should not have responsibility for lifeguarding. However, they do always retain a pastoral role for participants either through direct or 'remote' supervision.
- e) For swimming lessons, the LA establishment should ensure that the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

15. Terrorism

(Advice taken from Police Counter Terrorism Unit advice to Establishments in light of Terrorist activity)

- a) General consideration for all visit types:
 - i. Consider increasing supervision ratios from normal arrangements.
 - ii. Stay alert to local and national news before and during the visit.
 - iii. Carefully consider the relative benefits of visits to religious or political venues and events that could be considered higher risk.
 - iv. Assess the needs of SEND pupils and their ability to react and respond to dynamic situations.
 - v. Communicate openly with parents that safety is the priority and has been carefully considered by the school.

- vi. Remain alert to more 'usual' crime since this remains far more likely than terrorism.
- vii. Data based communication services such as WhatsApp might work even when voice calls don't, so consider setting up a trip-specific WhatsApp group for communicating in an emergency.
- viii. For high risk trips, all participants should wear a wristband with the school's telephone number on, plus the mobile phone numbers of the Headteacher, Deputy Headteachers and School Business Leader.
- ix. Trip leader should carry a spare mobile phone and a spare battery charger.
- x. Each group leader should carry a team list with all participant details, including medical conditions and next of kin noted.
- xi. In the event of a security incident on visit.
- xii. If groups are caught up in a security incident, group leaders should attempt to keep everyone together whilst moving away as quickly as possible. Keeping together may be difficult and is ultimately less important than speed of action and staying safe. Staying low and even better, moving away whilst behind objects such as concrete barriers or buildings (as opposed to just parked cars) will provide good protection.
- xiii. Once accounted for, it may seem obvious to try and travel from the town or venue as soon as possible. If this involves public transport, it may not be the best option as some terrorist organisations plan secondary attacks that specifically target transport hubs.
- xiv. The Group Leader should notify the Duty Officer as soon as practicable, noting the known whereabouts of all members.
- xv. Activate your organisation's crisis plan: The Extended Leadership Team will be established at school to become a communication focal point and receiving area for next of kin and pupils upon return to school.
- xvi. Arrange the group's return transport when the situation is sufficiently secure to do so. Parents/Carers should collect their children from school rather than travel to the incident location.
- xvii. Schools should communicate with parents/carers using their normal methods where possible, including email.

16. Inclusion

a) Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants being placed at substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.



Appendix A

Stamford Green Primary School Risk Assessment

Risk assessment for:
Date:
Date of assessment:
Review date:

Hazards	Who is at risk?	Control measures	Review
<p>Terrorism</p> <p>Be Alert, not Alarmed Police have exercised plans to respond to multi seated firearms attacks and may increase their presence in some areas. Don't become fearful or withdraw from the streets. Statements from national police are posted on the Metropolitan Police website. Businesses and</p>	<p>Plan now what you will do to STAY SAFE...</p> <p>STAY SAFE : Terrorist Firearms and Weapons Attacks Firearms and Weapons attacks are rare in the UK. The 'STAY SAFE' principles provide you with some simple actions to consider at an incident and the information that armed officers may need in the event of a weapons or firearm attack:-</p> <p>RUN</p> <ul style="list-style-type: none"> • Escape if you can • Consider the safest options • Is there a safe route? RUN if not HIDE • Can you get there without exposing yourself to greater danger? • Insist others leave with you • Leave belongings behind 		

priority Crowded Places have been working with police (NaCTSO and the CTSA network) to protect sites and staff from a variety of terrorist attacks. This includes music, sport and entertainment venues, restaurants, hotels and shops.

Schools should include terrorist incidents on their risk assessment but this should largely be about avoiding demonstrations and remaining vigilant etc,

There is very little else that we can do. In the event of an incident, the emergency services would establish control and direct people as necessary.

However, the trip lead should identify alternative means of communication with the Duty Officer before the trip and also consider other routes/ways of getting home in case one way is blocked.

HIDE

- If you can't RUN, HIDE
- Find cover from gunfire
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
- Be aware of your exits
- Try not to get trapped
- Be quiet, silence your phone
- Lock / barricade yourself in
- Move away from the door

TELL

Call 999 - What do the police need to know?

- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

ARMED POLICE RESPONSE

- Follow officers instructions
- Remain calm
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat
- Keep your hands in view

OFFICERS MAY

- Point guns at you
- Treat you firmly
- Question you
- Be unable to distinguish you from the attacker

- Officers will evacuate you when it is safe to do so

You must STAY SAFE

- What are your plans if there were an incident?
- What are the local plans? e.g. personal emergency evacuation plan

Appendix B

Guidance notes for Duty Officers

In the event of a serious accident or incident involving a group on any form of off-site activity, it is paramount that the Group Leader should receive as much support as he or she needs.

Serious incidents are fortunately rare. However, this can lead to complacency, which must be guarded against. Therefore, you will need to 'think on your feet'. This could be difficult under pressure and the following guidelines will help.

Be prepared

- You must have comprehensive details about the group and the journey. This will include contact and medical details for all involved (including staff and volunteers) and full details of the itinerary, addresses, travel/coach company etc.
- You must have immediate access to these procedures, and the information and means to use them at all times.
- Make sure you are familiar with all the LA guidelines for off-site activities.

Answering the emergency call

You will need to gain and record the following information:

- Name of the group;
- Name of the party leader/caller;
- Telephone number the caller is speaking from;
- What happened;
- To whom;
- Where;
- When;
- What has happened since.

If a fatality is involved or suspected

- Has this been confirmed?
- By whom?
- Have any next of kin been informed? (NB: In the event of a fatality it will normally be the Police who contact the next of kin.)

General advice

Advise the Group Leader to follow instructions from the local police/emergency services, and unless they specifically request otherwise, your advice to the Group Leader should be to:

- Keep the party together;
- Co-ordinate any contact with parents or any outside bodies;
- Refer media attention to the police or County Council Press Officer – do not answer questions;
- Remain available: it is necessary for the party to change location, they must advise you of the new telephone number.

Next steps

- **In office hours**

Telephone the contact centre 08456 009009 and explain that this is an 'educational visits emergency' and you wish to contact a Senior Education Officer.

(Note: Most Headteachers will have the contact details of their LA or other senior officer and will prefer to contact them directly.)

- **Outside office hours**

Telephone the SCC Emergency Planning Officer on 07831 473039.

A senior officer, trained to deal with off site emergencies, will contact you, and you should give them all the details including your telephone number. The senior officer will then contact the following:

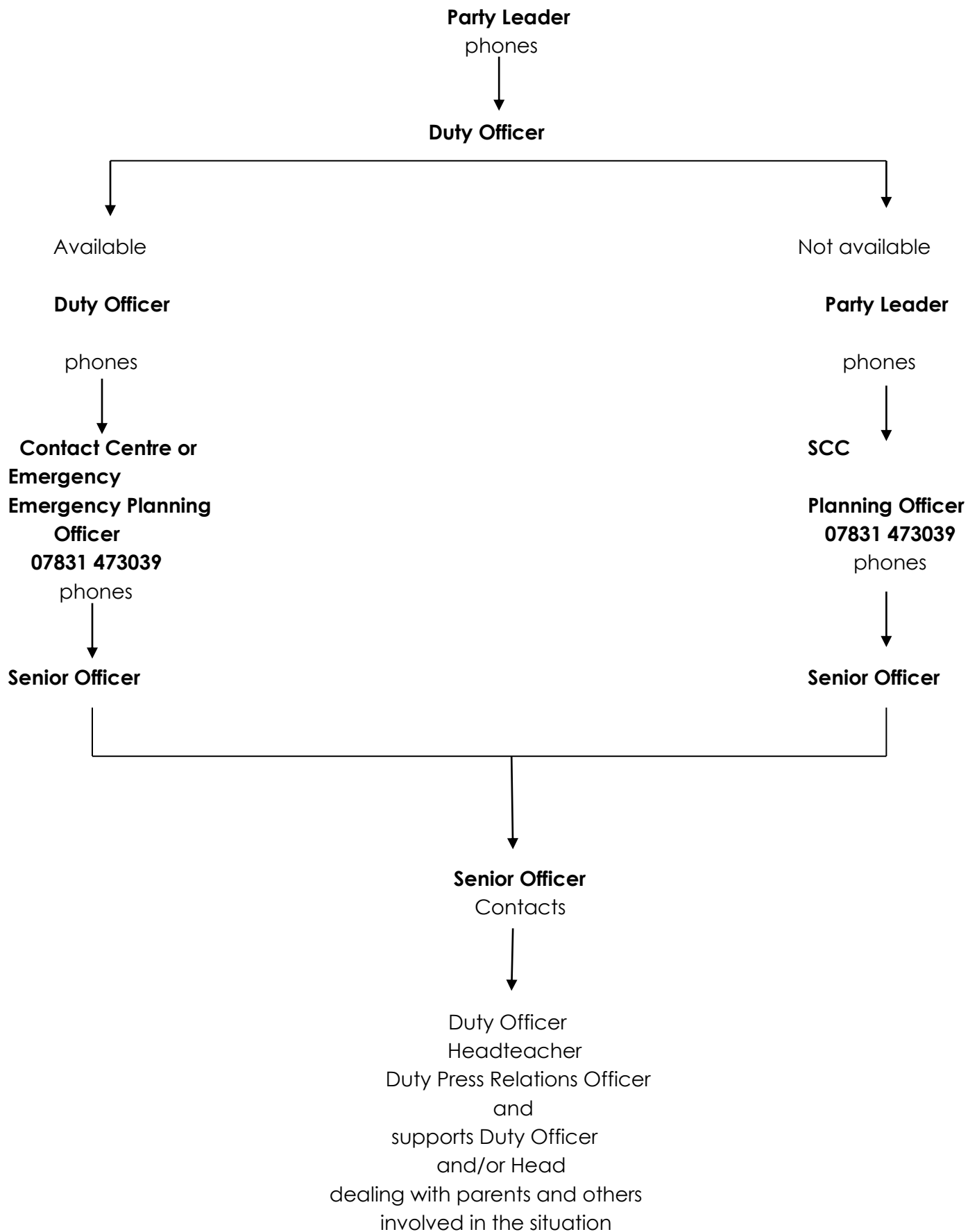
- Duty Press Relations Officer;
- The Headteacher of the group involved where applicable;
- Unit head(s);
- Other senior officers, to establish a support team.

Consult with the senior officer on how best to inform parents/carers. If the local emergency services have not already undertaken to do so. It may be better for the senior officer or another colleague to do this, as you must remain available for the Party Leader to contact.

Maintain a written record/contemporaneous notes of events, including the times of telephone calls, etc.

Appendix C

Offsite emergency contact procedures



Appendix D

Operation Duke – Private and Confidential

IN CASE OF FATALITY OR EMERGENCY

- ❖ Inform local emergency services
- ❖ Inform duty officer-

Work tel:

Home tel:

Mobile:

- ❖ If duty officer unavailable, call SCC Duty Emergency Planning Officer - **07831 473039**
 - ❖ You will be answered by either:
 - The SCC Emergency Planning Officer – quote OPERATION DUKE
- OR – A duty answer phone – quote OPERATION DUKE, leave a message and your number.
You will be called within 5 minutes
- OR – A messaging services – quote OPERATION DUKE, leave a message and your number.
You will be called within 5 minutes

- ❖ DO NOT SPEAK TO PRESS OR MEDIA
Refer to County Council Press Officer

Daytime tel: **0208 541 8996/9962**
Out of hours tel: **0208 541 7920**

IN CASE OF FATALITY OR EMERGENCY

- ❖ Inform local emergency services
- ❖ Inform duty officer-

Work tel:

Home tel:

Mobile:

- ❖ If duty officer unavailable, call SCC Duty Emergency Planning Officer - **07831 473039**
 - ❖ You will be answered by either:
 - The SCC Emergency Planning Officer – quote OPERATION DUKE
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You will be called within 5 minutes
- OR – A messaging services – quote OPERATION DUKE, leave a message and your number.
You will be called within 5 minutes

- ❖ DO NOT SPEAK TO PRESS OR MEDIA
Refer to County Council Press Officer

Daytime tel: **0208 541 8996/9962**
Out of hours tel: **0208 541 7920**

Prevent staff and young people phoning home until contact has been made with your Duty Officer or Emergency Planning Officer.

When contacting duty officer or emergency planning officer be prepared to give the following information:

- ❖ **Quote 'Operation Duke'**
- ❖ **Your full name**
- ❖ **The telephone number you are calling from**
- ❖ **Name of the group involved**
- ❖ **Exact nature of the incident**
- ❖ **Is a fatality involved? Has it been confirmed? By whom?**
- ❖ **Full name(s) and ages of injured person(s)**
- ❖ **Exact nature of injuries**
- ❖ **Whether local police or emergency services have been informed**
- ❖ **Whether any next of kin have been informed, if so, how?**
- ❖ **If contacting Emergency Planning Officer, name and number of unobtainable duty officer**

Prevent staff and young people phoning home until contact has been made with your Duty Officer or Emergency Planning Officer.

When contacting duty officer or emergency planning officer be prepared to give the following information:

- ❖ **Quote 'Operation Duke'**
- ❖ **Your full name**
- ❖ **The telephone number you are calling from**
- ❖ **Name of the group involved**
- ❖ **Exact nature of the incident**
- ❖ **Is a fatality involved? Has it been confirmed? By whom?**
- ❖ **Full name(s) and ages of injured person(s)**
- ❖ **Exact nature of injuries**
- ❖ **Whether local police or emergency services have been informed**
- ❖ **Whether any next of kin have been informed, if so, how?**

If contacting Emergency Planning Officer, name and number of unobtainable duty officer

Appendix E (to be completed and shared for every trip)



Information for adults when on a trip Private & Confidential

Educational Visit:
Venue address and phone number:
Coach company and phone number:

Name of group leader:
Contact telephone number of group leader:
Duty Officer and contact phone number

Group 1:		
Name of adult leading group:		
Contact number on trip:		
Name of child:	Medical needs?	Medication on trip

Group 2:		
Name of adult leading group:		
Contact number on trip:		
Name of child:	Medical needs?	Medication on trip

Group 3:		
Name of adult leading group:		
Contact number on trip:		
Name of child:	Medical needs?	Medication on trip

Group 4:		
Name of adult leading group:		
Contact number on trip:		
Name of child:	Medical needs?	Medication on trip
Group 5:		
Name of adult leading group:		
Contact number on trip:		
Name of child:	Medical needs?	Medication on trip
Group 6:		
Name of adult leading group:		
Contact number on trip:		
Name of child:	Medical needs?	Medication on trip

PLEASE ENSURE THIS INFORMATION SHEET IS HANDED BACK TO A MEMBER OF STAFF AT THE END OF THE TRIP.

Thank you for your help!

Appendix F – Guidance when planning trips

School trips

Below are eight planning essentials to help ensure your trips are safe for all involved:

1. Carry out a proper risk assessment

Risk assessments are often taken for granted. While the expectation is that you should at least have carried one out, it clearly makes sense for it to be rigorous. Make sure you cover every aspect of the trip: walking, riding, the activities themselves. A risk assessment should identify the hazard, who is at risk, the likelihood of the risk event occurring and its level of severity. It should then stipulate the control measures to reduce the risk and then assess the likelihood once these are in place. Don't forget to identify sunburn as a likely risk with serious consequences and ensure that control measures provide for covering up and applying sunscreen.

2. Clarify your emergency communications

Emergencies are just that – there is often not time to plan to meet them so plans must be made, shared and understood before the trip takes place. How will emergency services be contacted? How will the school be kept informed? What happens if the leader's phone battery goes flat? Clear these channels of communication and keep them clear if there is an emergency. Someone needs to be in school as the point of contact – it's the school that should deal with parents, not the party in the field. Have a plan so that the party can contact the school without that line being clogged by parents.

3. Make sure those who need to know do know

It is easy to assume – and they say that to assume makes an ass of u and me! Make sure, well before the trip, that permissions have been obtained from every parent and, where necessary for hazardous undertakings, the local authority. Make sure that all relevant staff and governors know what's happening. Have you got the right level of insurance?

4. Don't leave supervision to chance

Use a bit of common sense about the adult-pupil ratio. Your LA is likely to recommend a minimum, which is usually between eight and 10 to one. However, this is a minimum and you would be advised to decide your own ratio, based on the age of the pupils and the nature of the planned activities. It might be a mistake to go for the minimum if you then have reason to regret it. Above all, while we can't avoid illness and absence, we can plan in advance just which adults are going and have a plan to fill spaces if there are absences on the day. Beware of the maverick teacher who decides, on a whim, that they are 'just popping to the supermarket with Year 1'. Better to be cautious than sorry.

5. Brief the children properly

This seems obvious, but were they listening? Was tree-climbing Eric away the day you told them to stay within reach of their minder? Tell them. Then tell them again and, for safe measure, tell them once more!

6. Ensure staff are clear – and that orders are followed

I once watched a KS1 trip board a coach happily for the beach. The risk assessment listed sun protection and lots of children had brought sunscreen. But one of the staff had this view that it's assault if you apply any lotion to a child without its parents' express permission. This, combined with a general lack of awareness and a hot day, meant that children got burned, a couple of them badly, and I was left with a major PR job on my hands and two poorly little ones. Whatever the rules, teachers have a legal duty of care. It may not be sunscreen, it may be the procedures for crossing the road or going to buy an ice-cream. You've assessed the risks and identified the controls – so make sure they happen.

7. Take the paperwork with you

There is a reason for all those permission slips apart from covering your back. You may very well find yourself needing to give permission for an anaesthetic, as we were with the lad who busted a rib. You may even just want to check which parent is

collecting Dennis from the station and who wants you to take their child back to school. Take the paperwork.

8. Keep people informed

You don't have to have had an emergency – you may be stuck in traffic on the return journey. Make sure that you have a system to keep parents informed. Like the emergency procedures, have one number for school/party communication and one for parents to ring. Update the answerphone message, use a text message service, put a blackboard outside the school. Parents understand that you may have no control over the circumstances – but they hate being kept in the dark.

Appendix G – Definition of an ‘adventurous activity’

The following activities are typically regarded as ‘adventurous’ and therefore require LA approval:

- All activities in open country (Open country is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.)
- Air activities (excluding commercial flights)
- Abseiling
- All forms of boating (excluding commercial transport)
- Camping
- Canoeing/kayaking
- Coaststeering/coastal scrambling/sea level traversing
- ‘Extreme’ sports
- High level ropes courses
- Hill walking and mountaineering
- Horse riding
- Motor sport – all forms
- Off road cycling
- Rafting or improvised rafting
- River/gorge walking or scrambling
- Rock climbing (including indoor climbing walls)
- Sailing/windsurfing/kite surfing
- Swimming (all forms, excluding publicly lifeguarded pools)
- Shooting/archery/paintballing
- Snorkel and aqualung activities
- Snow sports (skiing, snowboarding and related activities) including dry slope
- Trampoline parks
- Underground exploration
- Use of powered safety/rescue craft
- Water skiing
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above

Appendix H - Checklist for Trip Leaders

<ul style="list-style-type: none"> • After Dates for Diaries has been confirmed, liaise with SH regarding trip and check information in the letter before it is sent to LD for proofreading. (In the case of residential trips, check children's kit list). 	
<ul style="list-style-type: none"> • Ensure that you have Trip Overview sheet from office that includes all relevant information e.g. coach booking times, contact numbers etc. 	
<ul style="list-style-type: none"> • Ensure that there are 2 members of staff for each class going on the trip. If the trip is either swimming, O2 Young Voices or a residential trip, liaise with EVC regarding staff attending. • Ensure that any teaching assistants attending complete a cover form to organise cover for their lunches etc. 	
<ul style="list-style-type: none"> • Calculate the ratio of adults that will need to go on the trip. Starting points for ratios: <ul style="list-style-type: none"> ▪ Reception – 1: 6 (if 50% of the children are still 4 then a ratio of 1:4 should apply) ▪ Year 1 - Year 2 -1:6 ▪ Year 3 - Year 6 – 1:10 however where there are no significant dangers a ratio of 1:15 can be applied. 	
<ul style="list-style-type: none"> • Organise parent/carer volunteers – if there are not enough from the initial trip letter, add in information in the weekly information or contact class reps to see if they can get any extra helpers. 	
<ul style="list-style-type: none"> • Confirm with parent volunteers via a sticker in the Learning Journals that you would like to help or if you have too many volunteers and have had to do a lucky dip, thank them for their offer. 	
<ul style="list-style-type: none"> • If you have not been on the trip before, carry out a pre-visit to enable the risk assessment to be completed. 	
<ul style="list-style-type: none"> • Complete risk assessment – SGPSN branded assessment and upload to Evolve to be approved by EVC and HT (and LA for residential) • Risk assessments should be uploaded 10 days in advance of a day trip or 15 days in advance of a residential trip. 	
<ul style="list-style-type: none"> • Find out medical needs of all the children attending the trip – check with DHT (SIMS and summary on SBM's cupboard door). 	
<ul style="list-style-type: none"> • Complete 'Information for adults' sheet to include which adults will be with each group of children/medical information etc. 	
<ul style="list-style-type: none"> • If you will be travelling by coach, create coach list so you know which adults and children will be on each coach. 	
<ul style="list-style-type: none"> • Create trip pack for all adults attending the trip – the pack should include risk assessment, Operation Duke cards, coach lists, map if necessary). 	
<ul style="list-style-type: none"> • Ensure that a trip pack is handed to Vicky Swann 48 hours before the trip is due to leave for checking – she will pass on to the Duty Officer. 	

<ul style="list-style-type: none"> • Duty Officer trip pack should include all the information that is in the trip packs – risk assessments (including print out from Evolve) group lists, coach list, itinerary. 	
<ul style="list-style-type: none"> • If your trip is in London, ensure that you get the wrist bands and A-Z of London maps from the office. 	
<ul style="list-style-type: none"> • In preparation for the day: <ul style="list-style-type: none"> ▪ Collect any medication and first aid kits. ▪ Check you have enough hi-vis jackets. ▪ Ensure that the duty phone is charged. ▪ Allocate an adult to collect any lunches from the kitchen on the day of the trip. 	
<ul style="list-style-type: none"> • Assign an adult to brief parent helpers on the day. 	
<ul style="list-style-type: none"> • If you require cones to be put out on the road for the coach, book on Every. 	
<ul style="list-style-type: none"> • Take a photo and post as per section 12. 	
<ul style="list-style-type: none"> • At the end of the trip ensure that all trip packs are collected in from the parent helpers for shredding – please remember to thank the parent helpers! 	
<p>In addition, for residential trips:</p>	
<ul style="list-style-type: none"> • Ensure that medical and dietary information has been completed for everyone attending the trip, including adults. 	
<ul style="list-style-type: none"> • Allocate an adult to be responsible for the storage and administering of medicines on the trip. 	
<ul style="list-style-type: none"> • Create a method of recording that medicines have been administered e.g. spreadsheet. 	
<ul style="list-style-type: none"> • Create an accident book/method of recording any adhoc medicines given (e.g. Calpol). 	
<ul style="list-style-type: none"> • Organise sleeping arrangements – dormitories etc and create laminates for each room/tent of who is sleeping inside. 	
<ul style="list-style-type: none"> • If your trip gives the opportunity for a trip to the shop, allocate an adult to be responsible for collection/storage/handing out money on the trip. 	
<ul style="list-style-type: none"> • Send an email/organise a quick meeting for adults attending to discuss arrangements, answer any questions/queries about the trip. 	
<ul style="list-style-type: none"> • Create a WhatsApp group of the adults attending the trip to ease communication. 	
<ul style="list-style-type: none"> • Take a photo and post as per section 12. • For Y6 allocate a member of staff to take 20 photos for the Y6 Leavers' Book that the Y6 parents/carers organise. Permissions are given separately for this, so all children can be included. 	

<ul style="list-style-type: none"> • Take paper copy of google form which includes parent details in case of emergency/need to contact parents/carers. 	
<ul style="list-style-type: none"> • At the end of the trip, scan and email the school's 'School Attendance, Data and Welfare Officer' a copy of the accident book/medicine administering and shred paper copy. 	
<ul style="list-style-type: none"> • At the end of the trip, send an email of thanks to all the staff who attended. 	