



**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: 2.12.21

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# Educational Visits Policy

## 1. Introduction

Stamford Green Primary School 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 set out our '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 off-site visits and Related Activities (including DofE) with links to OEAP National Guidance and Evolve' 2017.

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. 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 Co-ordinator) 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) 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 of the pupils involved;
  - iv. Be inclusive;
  - v. Be related to the school's seven commitments and/or curriculum theme;
  - vi. Be linked to work within school by preparation and follow-up activity.

- c) All residential trips must be approved by Paul Bowen, Head of Strategic Risk and Management 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 Governing Body. 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 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;
- 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 de-brief 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 LEA 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 (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. Assist with planning and writing a risk assessment for the visit;
- v. Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event;
- vi. Ensure that the group leader understands how to contact the Duty Officer and other emergency contacts;
- vii. Keep records and make reports of accidents and 'near accidents';
- viii. Review and regularly monitor procedures;
- ix. Liaise with the Head of Strategic Risk and Management to ensure the proposed visit complies with the LEA regulations;

- x. Ensure a policy is in place for educational and offsite visits and that this is updated as necessary.

#### **d) The Group Leader**

The group leader has overall responsibility for the control and leadership of staff and children throughout the duration of the visit or journey. They should be appointed on the basis of seniority, personality and experience. Group leaders should have two or more years of teaching experience in post. However, it is recognised that for particularly simple activities e.g. a local visit a less experienced group leader may be selected. For local journeys (such as those to and from a local swimming lesson, where a qualified instructor will be in charge) a teaching assistant could be the party leader. For a residential trip and any others where school staff are in charge of the educational content, the group leader must be a fully qualified teacher, with more than two years of teaching experience in post. The responsibilities of the group leader include:

- i. Obtaining the appropriate level of approval for every visit or journey;
- ii. Appointing a deputy;
- iii. Ensuring adequate first aid provision is always available;
- iv. Being aware of safeguarding issues;
- v. Reviewing each visit, informing the Headteacher and EVC concerning any significant incident or where adjustments might be made;
- vi. Ensuring supervision ratios are appropriate and supervisory practice is good;
- vii. 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;
- viii. 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.
- ix. 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.
- x. Ensuring that all equipment in case of an emergency are taken on the trip; including the duty phone, mobile phone charger pack and if necessary, an A-Z of London.

#### **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.

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) The Headteacher must ensure that a preliminary visit is carried out where the current circumstances of the site are not known to the group leader. In all other cases, a preliminary visit is strongly recommended but, where 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 party 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 particular 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 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, although it is good practice to receive a copy of their risk assessment.
- 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 Party 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](http://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 for proforma for SG Risk Assessment). All teaching staff have their own log in to Evolve. If a new log in is required, please speak to the EVC.
- i) 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.
- j) 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 Paul Bowen, Head of Strategic Risk Management and the Chair of Governors must also be informed.
- k) 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 considered to be '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 pro-active 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) 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
- b) Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.
- c) The table below are all recommended ratios, which reflect best practice as advised by the LA and the Department for Education. Ratios should be determined by a sound risk assessment, which means that there will be special circumstances different ratios from those outlined.

<b>Age of children</b>	<b>Adults:Children</b>
YN	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.
YR	1:6 with a minimum of 2 adults. If 50% of children on the trip are still 4 years old then an adult ratio of 1:4 should be applied.
Years 1 - 3	1:6 with a minimum of 2 adults.
Years 4 - 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.
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.

- 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.

## **10. Transport**

- a) Parents or carers need to be informed of and ask to give their consent to all the modes of transport by which their children will be journeying.
- b) Coaches 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 in close proximity to 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 subgroups to get on buses or trains. Additionally, it is far easier to supervise a sub-group 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 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 journeys the school must identify a Duty Officer. For residential trips there should also be a home based contact for the Duty Officer.
- b) The Duty Officer is the person who will support the Group Leader and group in the event of a serious incident, accident or emergency, or any occasion where there might be media interest. He or 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 Party 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. See Appendix C for Operation Duke card. Operation Duke cards should be taken on all trips.

## **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 smoking and no alcohol policy on day trips.
- d) During residential trips of two nights or more, when staff are off duty, with other staff or residential staff on duty whilst the children are asleep, staff may drink no more than 3 units of alcohol (2 small glasses of wine). Smoking 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.
- 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 trip 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 trip leader and one for this deputy trip 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, in order to assist the trip leader in case of emergency.

### **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, at the beginning of term. 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 Tucasi, 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 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) Parents/carers need to give written consent that emergency medical action can be taken by doctors as necessary. If consent is withheld, the Headteacher can withdraw the young person from the trip. However, withdrawing a young person would be a last resort: instead, it should be explained to parents/carers that the Group Leaders would communicate their wishes to medical staff but the responsibility for any medical decision would lie with the doctor or other appropriate professional. The Group Leader would attempt to contact the parents/carers but in an extreme emergency this might not be possible.

### **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 retain a pastoral role for participants at all times 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)**

- i. 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 students 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.
- ii. In the event of a security incident on visit:
- i. 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.
  - ii. 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.
  - iii. The group leader should notify the Duty Officer as soon as practicable, noting the known whereabouts of all members.
  - iv. 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 students upon return to school.
  - v. Arrange the group's return transport when the situation is sufficiently secure to do so. Parents should collect their children from school rather than travel to the incident location.
  - vi. Schools should communicate with parents 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.

## **17. Educational visits during COVID-19 pandemic**

a) During the current pandemic, DfE advice to schools is developing and changing. Colleagues are advised to keep up to date about offsite school trips and visits through OEAP National Guidance for Coronavirus by following the link below:

<https://oeapng.info/downloads-info/4-4k-coronavirus/>



## Appendix A Stamford Green Primary School Risk Assessment

<b>Risk assessment for:</b>
<b>Date:</b>
<b>Date of assessment:</b>
<b>Review date:</b>

Hazards	Who is at risk?	Control measures	Review
<p><b>Terrorism</b></p> <p><b>Be Alert, not Alarmed</b> 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 <a href="#">Metropolitan Police website</a>. Businesses and priority Crowded Places have</p>	<p><b>Plan now what you will do to STAY SAFE...</b></p> <p><b>STAY SAFE : Terrorist Firearms and Weapons Attacks</b> 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><b>RUN</b></p> <ul style="list-style-type: none"> <li>• Escape if you can</li> <li>• Consider the safest options</li> <li>• Is there a safe route? RUN if not HIDE</li> <li>• Can you get there without exposing yourself to greater danger?</li> <li>• Insist others leave with you</li> <li>• Leave belongings behind</li> </ul>		

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 Party Leader should receive as much support as he or she needs.

Serious incidents are fortunately rare – this can however 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 county 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 Party Leader to follow instructions from the local police/emergency services, and unless they specifically request otherwise, your advice to the Party 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 LEO or other senior officer and will prefer to contact them directly.)

- **Outside office hours**

Telephone the SCC Emergency Planning Officer on 07831 473039.

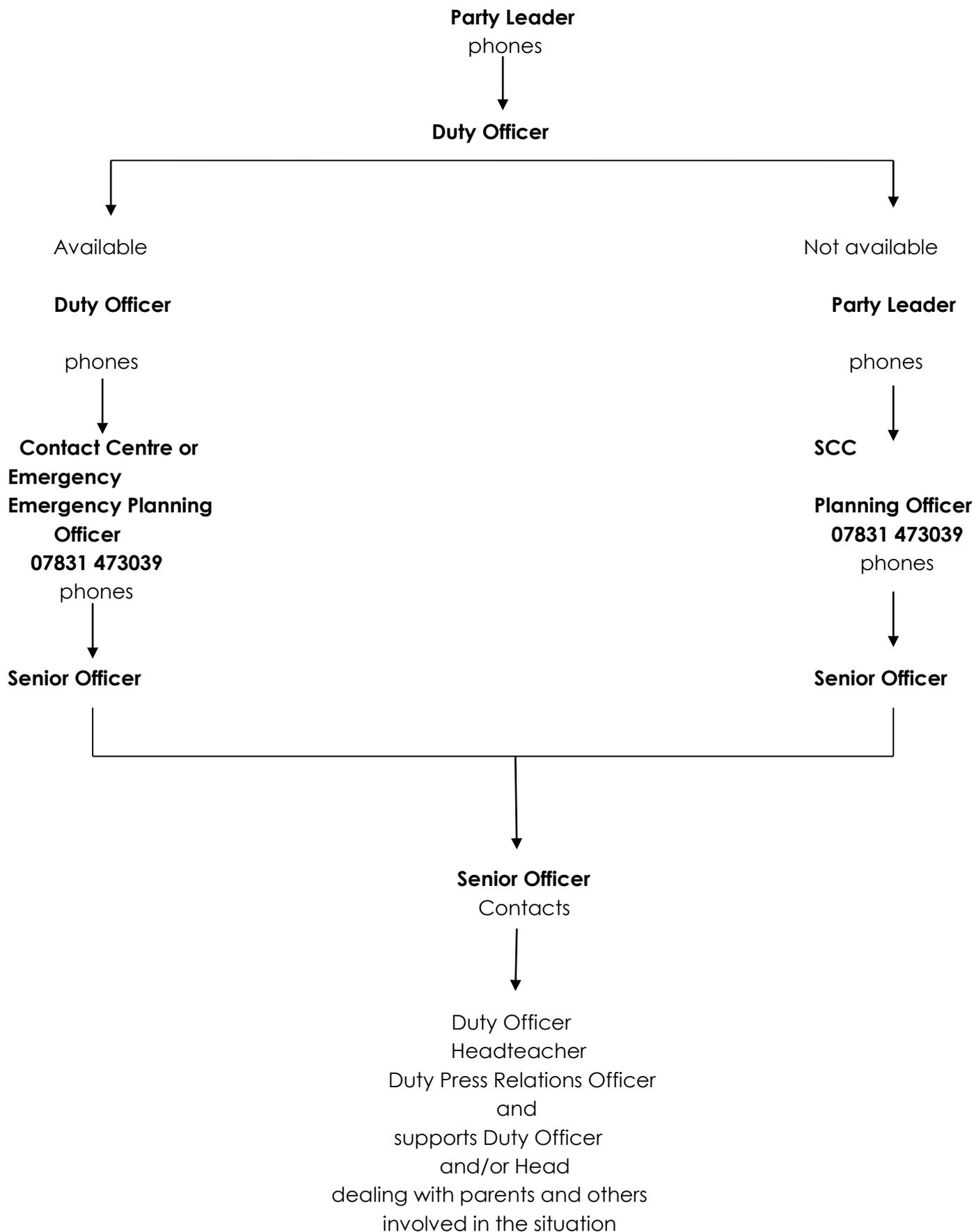
A senior officer, trained to deal with off-site emergencies, will contact you, and you should give them all the details including your telephone number. The senior officer will then contact the following:

- 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. 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 & 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:

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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**

<b>Educational Visit:</b>
<b>Venue address and phone number:</b>
<b>Coach company and phone number:</b>

<b>Name of group leader:</b>
<b>Contact telephone number of group leader:</b>
<b>Duty Officer and contact phone number</b>

<b>Group 1:</b>		
<b>Name of adult leading group:</b>		
<b>Contact number on trip:</b>		
<b>Name of child:</b>	<b>Medical needs?</b>	<b>Medication on trip</b>
<b>Group 2:</b>		
<b>Name of adult leading group:</b>		
<b>Contact number on trip:</b>		
<b>Name of child:</b>	<b>Medical needs?</b>	<b>Medication on trip</b>
<b>Group 3:</b>		
<b>Name of adult leading group:</b>		
<b>Contact number on trip:</b>		
<b>Name of child:</b>	<b>Medical needs?</b>	<b>Medication on trip</b>

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

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

Thank you for your help!



Name of child \_\_\_\_\_ class \_\_\_\_\_

**IN CASE OF EMERGENCY PLEASE SUPPLY THE NAME AND TELEPHONE NUMBER OF AN EMERGENCY CONTACT.**

Name: .....

Telephone numbers:.....

The leader in charge of a visiting group should bring with him/her a copy of this form, completed, for each child/group leader.  
I give permission for my child to be given medication provided by myself as necessary.

Signed \_\_\_\_\_ Date \_\_\_\_\_

List of Medication to be provided
-----------------------------------

I do give permission for my child to be given Calpol    YES            or            NO  
(Please circle either yes or no.)

Signed \_\_\_\_\_ Date \_\_\_\_\_



## xxxxx Residential Trip 20xx

### Dietary Information

Name of child: \_\_\_\_\_

Is your child vegetarian/vegan?                      Yes                      No

Are there any foods that your child is allergic to?    Yes                      No

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are there any foods that your child should not eat?    Yes                      No

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Appendix G – 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 H – 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 definitions is inappropriate.)
- Air activities (excluding commercial flights)
- Abseiling
- All forms of boating (excluding commercial transport)
- Camping
- Canoeing/kayaking
- Coasteering/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