

The Crabtree Academy Trust

Crabtree Lane, Harpenden, Herts. AL5 5PU



Crabtree Infants' School
Headteacher: Mrs Sally Patrick

Crabtree Junior School
Headteacher Mr Ian Patrick

Offsite Visits Policy (Learning Outside the Classroom)

Name/Department of originator/author:	Ian Patrick Headteacher; Sally Patrick Headteacher
Name/Title of responsible committee/individual:	Headteachers, Curriculum Committee
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Target audience:	All Stakeholders
Date Ratified by Governors:	

The Board of Directors shall conduct the Trust with a view to promoting high standards of educational achievement.

Crabtree Academy Trust is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The Crabtree Schools will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

The above policy follows Hertfordshire model policy guidance.

Review Date	Further Comments as Necessary
May 2019	

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1. Statement of Adoption of Model Policy

Crabtree Academy Trust has chosen to base its policy on Hertfordshire County Council's Model Policy for Offsite Visits and LOtC Activities 2012.

2. Arrangements for Monitoring and Review

All offsite activities and visits will be reported to the governing body in the Headteacher's termly Report to the Governors.

This policy will be reviewed at least once every three years in accordance with the Trust Year Planner. The Policies Administrator shall inform the Trust of any changes to the Model Policy.

3. Links with other policies

The Trust has separate policies that should be read in conjunction with this document:

- Behaviour Policy
- Equality Statement
- E Safety Policy
- Inclusion Policy
- Child Protection Policy
- School Emergency Response Plan
- Charging and Remissions Policy

4. Introduction

The Staff and Governors acknowledge the immense value of off-site visits and related activities to young people, and fully support and encourage those that are well planned and managed.

This document provides concise and supportive guidance for the planning and management of off-site visits and related activities. It is available on the shared drive in the Crabtree Academy Trust policies folder with supporting documents available on 'EVOLVE' or from the School Offices.

All visits and Learning Outside the Classroom (LOtC) activities will be planned in such a way as to ensure that the benefits and intended learning outcomes are clearly identified and understood by the supervising adults beforehand and can form the basis for objective evaluation afterwards.

The Crabtree Schools use Hertfordshire's Internet-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. Arrangements and considerations for all visits and offsite LOtC activities will be recorded on 'EVOLVE'. Arrangements and considerations for on-site LOtC activities will be recorded using generic risk assessments that have been adapted for the school's use. Copies of all documentation for all LOtC and visits are kept in the Headteacher's office.

5. Scope and Remit

It is a legal expectation that employees must work within the requirements of their employer's guidance. This policy applies to all members of staff, and other adults associated with the Crabtree Academy Trust who take responsibility for children and young people participating in learning and recreational activities in environments that are different from where the young people are usually based. It therefore applies when organising and supervising children and young people taking part in off-site activities and visits, as well as when taking part in on-site activities outdoors.

This policy provides the key reference for sound planning for learning and recreational activities that involve taking groups of children and young people away from their usual operational base (*i.e.* Crabtree Infants' or Crabtree Junior School). It should be implemented when the activity:

- i. uses places such as:

- the Trust's own grounds
- the local environment
- places further afield, e.g. visits to local libraries, theatres and museums, etc.
- residential venues

and

ii. involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom (LOtC);
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base.

Staff must ensure the young people are supervised in accordance with the contents of this policy, regardless of whether or not the activities take place within or outside of normal working hours

6. Roles and Responsibilities

Under the Health and Safety at Work Act (1974), health and safety responsibilities lie with the Trust, which has the legal responsibility to carry out the duties imposed by the Act. However, employers can delegate the tasks necessary to discharge these duties, even though the overall responsibility for health and safety rests with the employer.

At the Crabtree Academy Trust, the tasks of scrutinising and approving arrangements for Offsite Visits and LOtC activities are delegated to the Headteacher of each school.

References below to 'NG docs' are to the Outdoor Education Advisers' Panel National Guidance.

Headteacher

(see NG docs 3.4g, 3.3b)

NB: The Headteacher may choose to further delegate the tasks of scrutinising and approving Offsite Visits and LOtC activities to the Deputy Head.

The Headteacher will ensure that: -

- All off-site visits and LOtC activities comply with employer guidance and be notified or submitted for formal approval as required;
- All staff involved are competent to carry out such responsibilities as they may be allocated;
- Either the Headteacher or another suitable member of staff is clearly designated as the Educational Visits Coordinator (EVC) and that the designated person meets employer requirements, including undertaking EVC Training as recommended or required by the employer;
- If taking part in the visit or activity as either an Assistant Leader or as a group member, s/he is clear about their role and that they should follow the instructions of the designated Visit Leader (who will have sole charge of the visit);
- Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to the young people is regular or significant, DBS checks must be in place as required;
- S/he is assured that (the EVC), Visit Leaders, assisting staff and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated;
- Sufficient time is assigned for staff to organise visits properly;

- A culture of apprenticeship/succession planning, to ensure sustainable visits and the development of competent visit leaders (and EVCs), is supported within the school;
- (The EVC is supported in ensuring that visits are effectively supervised with an appropriate level of staffing);
- (The EVC is supported in ensuring that visit information has been shared with parents and that consent has been sought where necessary);
- Arrangements are made for the medical needs and special educational needs of all the young people and staff;
- Inclusion issues are addressed;
- Suitable transport arrangements are in place and meet any regulatory requirements;
- Insurance arrangements are appropriate;
- Details related to the visit (including person details of both participants staff) are accessible at all times to a designated 24/7 emergency contact(s) in case of a serious incident;
- That there are contingency plans in place should the visit plan be significantly changed or cancelled (Plan B);
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
- The visit policy identifies the types of visit that require a preliminary visit;
- The visit policy formally adopts a set format for recording written risk-benefit assessments. Such risk-benefit assessments should be proportional, suitable and sufficient and based on the 'Principles of Sensible Risk Management'. The adoption of materials made available by employers to reduce bureaucracy is good practice;
- Where the activities or visit involves a third party provider, appropriate assurances have been sought, e.g. LOTC Quality Badge, AALS licence, Adventuremark, or a clear management Statement of Competence; these make further seeking of provider assurances unnecessary.
- All visits are evaluated with regard to best value, teaching and learning, quality experiences, addressing issues raised by any serious incident and to inform the operation of future visits;
- The visit policy includes appropriate emergency procedures in case of a major incident
- The visit policy includes a procedure to ensure that parents are appropriately informed in the event of a serious incident;
- Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR.

Educational Visits Coordinator (EVC)
(see NG docs 3.4j, 3.3a)

At **Crabtree Infants' School**, the Headteacher is the EVC.

Crabtree Junior School, the EVC is the Deputy Head Teacher.

The EVCs at Crabtree Junior School will: -

- Be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the school. Commonly, but not exclusively, such competence will be identified in a person on the SLT.
- Attend training, and update training, as required.
- Support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions.
- Ensure that a policy is in place for offsite visits and LOTC activities, that it is updated as necessary, and is readily available to staff, (e.g. via EVOLVE) and that procedures aim to

minimise bureaucracy, taking full advantage of any national schemes that provide assurances regarding safety and quality of provision.(e.g. there should be no need to seek assurances from adventure activity providers who hold the LOtC Quality Badge, or a current AALS Licence, or Adventuremark).

- Have an understanding of the Manifesto for LOtC and the supporting rationale
- Ensure Offsite and LOtC activities meet employer guidance requirements.
- Ensure the Headteacher, Visit Leaders, assisting staff and voluntary helpers understand that all staff involved in visits require access to training at an appropriate level to ensure that employers' guidance and Crabtree Junior School procedures are properly understood.
- Ensure Offsite activities are led by competent leaders and that assistant supervisors are competent to carry out the tasks to which they are assigned.
- Organise the training of leaders and assistant leaders, including voluntary helpers.
- Support the Headteacher with approval and other decisions.
- Monitor visit planning and arrange for sample monitoring in the field as appropriate.
- Ensure CRB checks are in place where required.
- Provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent.
- Ensure there is a 24/7 emergency contact(s) for each and every visit and that emergency arrangements are in place.
- Ensure that medical and first aid issues are addressed.
- Ensure that emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party and including staff.
- Ensure that visits and LOtC activities are reviewed and evaluated; this process will require the reporting of accidents and incidents.
- Ensure that visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure.
- Keep up to date via EVC training events and employer information updates.

Visit Leaders (see NG docs 3.4k, 3.3e)

The Visit/Activity Leader will: -

- Must be an employee and not a volunteer and will have the overall responsibility for supervision and conduct of the visit.
- Be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be formally approved to do so.
- Plan and prepare for the visit, taking a lead on risk management. The Trust sees it as good practice to involve all participating staff in the planning and risk management process for any given offsite visit or LOtC activity to ensure wider understanding
- Define the roles and responsibilities of other staff (and pupils) to ensure effective supervision, and appoint a deputy wherever possible;
- Ensure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management;
- Ensure that child protection issues are addressed. e.g. DBS checks;
- Collate, make available and disseminate relevant information to supporting staff, parents and young people as appropriate

- Make sure there is access to first aid at an appropriate level;
- Arrange pre-visit information meetings where appropriate;
- Evaluate all aspects of the visit, both during and after the event;
- Ensure that staff and other supervisors have been appropriately briefed on:
 - the children making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the context of the planned activities.
 - the nature, location and duration of the activity.
- Ensure the visit is effectively supervised; the overarching duty of care remains with the accompanying members of school staff, even when partial responsibility is shared with a provider. Should the provider run the activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk;
- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details.
- Have attended either HCC's 'Visit Leader Awareness' or the OEAP's 'Visit Leader' training.

See also EG docs 3.4l, 3.4m, 3.4n, 3.3f

**Member of Governing Body
(see NG docs 3.4f, 3.3c)**

There will be a member of the Local Governing Body who is designated as specifically responsible for Offsite Visits and LOTC activities. This person's role is to "enable and ensure" by acting as a "critical friend".

The governors designated for this purpose are:

Crabtree Infants' Kathy Connolly
 Crabtree Junior Nicky Lewis

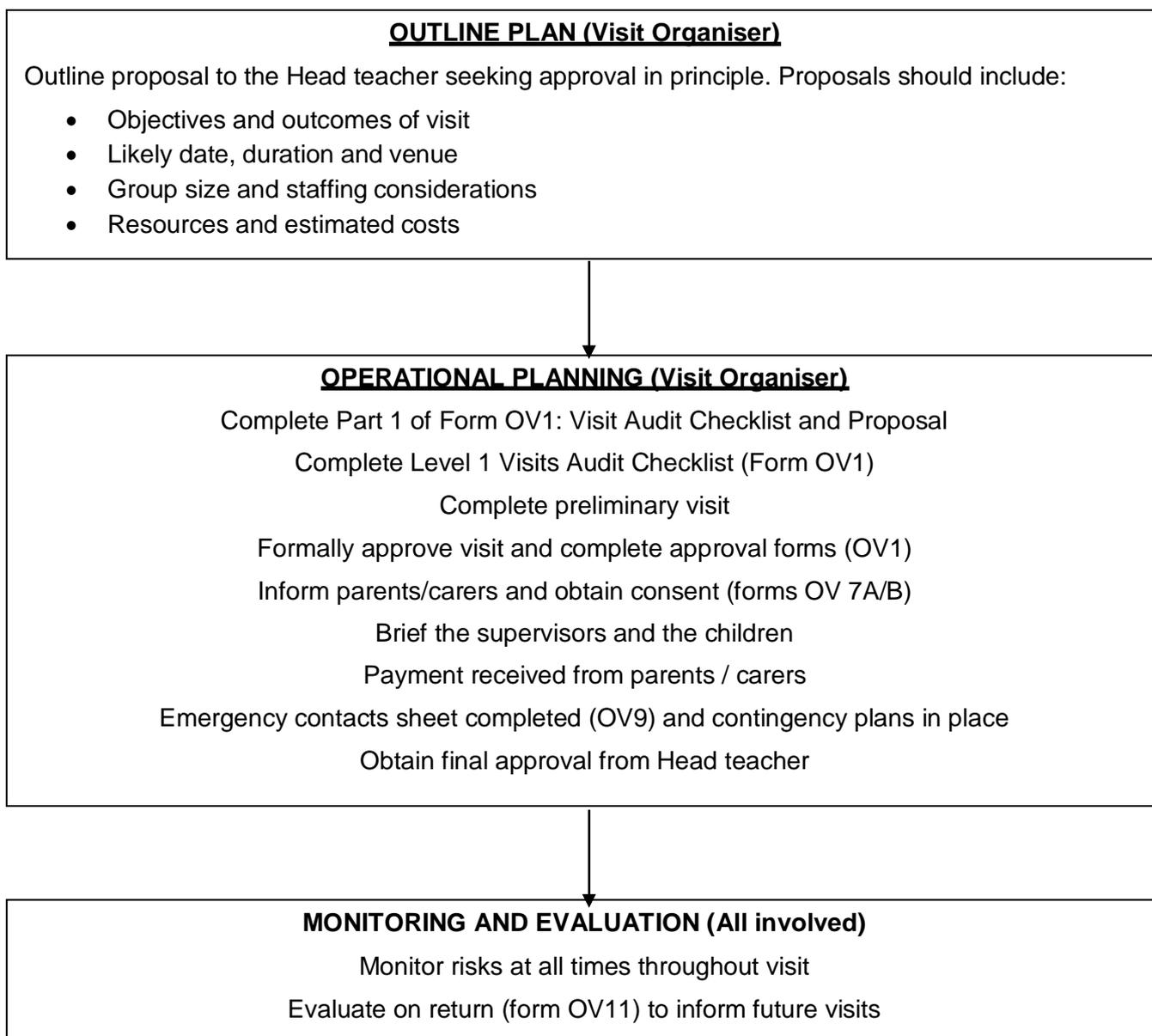
They will ensure that: -

- They have a clear understanding of the responsibilities of the Trust, as the direct employer of establishment staff;
- They have an understanding of how outdoor learning supports a wide range of learning outcomes;
- They have access to employer guidance as well as establishment policy, and a training package to support it;
- School policy clarifies governor involvement in the visit approval process;
- There is an EVC in place who meets with employer requirements;
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements;
- The school visit policy supports the principles of inclusion;
- There are monitoring and evaluation procedures in place.

7. Planning

(see NG docs 1.1d, 3.3e, 4.3a, 5.2b, 5.2e)

The extent of planning required is related to the complexity of the visit, based on STAGED: Staffing, Timings, Activity, Group, Environment, Distance.



Competence

Competence is a combination of experience, training/qualifications and common sense.

The competence of the visit leader is the single most important contributory factor in the safety of participants. Consideration will be given to the following when assessing the competence of a member of staff to lead a visit:

- a) What experience has the leader in leading or accompanying similar or other visits? (check Visit History on 'EVOLVE').
- b) Is the leader competent in planning and managing visits?
- c) What are the leader's reasons for undertaking the visit?
- d) Is the leader an employee at the school?
- e) Does the leader have the ability to manage the pastoral welfare of participants?
- f) Does the leader exhibit sound decision making abilities?
- g) What experience has the leader of the participants he/she intends to supervise?
- h) What experience has the leader of the environment and geographical area chosen?
- i) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- j) Is the leader aware of all relevant guidelines and able to act on these?

The Crabtree Schools operate a process of apprenticeship and succession for all staff likely to be involved in organising, leading or accompanying offsite visits and LOtC activities.

The schools undertake to ensure that all such staff, will undergo an induction process that typically entails Visit Leader Awareness training, either in-house or from the LA's Offsite Visits Adviser, access to (and training where required) the school's 'EVOLVE' site and practical experience of accompanying visits and LOtC activities *before* being tasked with leading a visit for themselves.

Risk Assessment

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.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the 'EVOLVE' visit form itself, and where appropriate, any event specific notes or attachments.

Visit planning includes consideration of the question: *'What are the really important things that we need to do to keep us safe?'* It should focus on those issues that are specific to the individual event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues must be recorded on 'EVOLVE' (Crabtree Junior) or on the school's own visit form (Crabtree Infants'), either as notes or as an attachment, and shared with all parties.

This planning process by the leader may be compared to the expectation of a teacher to plan a lesson/session which is relevant to the needs of the group.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the school's visit leader, does not need to be requested from the provider, and does not need to be attached to 'EVOLVE' (Crabtree Junior) or the school's own forms (Crabtree Infants').

Use of generic risk assessments

A selection of generic risk assessments is available in Word format from the Health & Safety pages on the Grid and for use on 'EVOLVE'.

Whilst not exhaustive, the control measures contained within this selection are probably sufficient to cover most eventualities likely to be encountered in the course of most offsite visits and LOtC activities.

Staff are encouraged to compile their own "event-specific" risk assessments which can then be reviewed and re-used as required.

Note: whilst it is not possible to "clone" visits on 'EVOLVE', it is possible to re-use risk assessments and other documents that have been attached to previous visits. Staff should liaise with their EVC about this.

Plan B (or Alternative Arrangements) and Emergency Situations

Alternative arrangements 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.

Where appropriate, all alternative activities should be fully considered and risk assessed beforehand.

Weather, Clothing & Survival

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain.

Seeking Assurances from Provider / Use of a Provider assessment Form (OV6)

Hertfordshire County Council provides the OV6 'Provider Assessment Form' to help provide an audit trail for arrangements and checks if required.

Many providers have websites and offer information packs which contain the sorts of information asked for on the OV6, including a Safety Management statement, so it may not be necessary to use one.

The OV6 is a generic form, for use for all kinds of provider, so if one is sent to a provider, it should be specified that they only need to complete the parts applicable to them/their services.

Once an OV6 has been received, signed and dated by a manager or person in authority, it is not always necessary to send a new one to the same provider each time you use them. It is sufficient to annotate the existing form already held by the school to show the school has checked back with the provider and that there have been no major or significant changes since the form was originally signed; this will not apply if the time interval is not more than 12 months or so.

To reduce bureaucracy for both Visit Leaders and Providers, leaders should take advantage of national schemes that have been established to eliminate the need for questionnaires and forms as advised in LA guidance, e.g. LOtC Quality Badge, AALS Licence and 'Adventuremark'. Holding one

of the above is a credible assurance of Health and Safety, and Visit Leaders should seek no further verification. The LOtC Quality Badge also covers learning quality.

Visit Leaders should **not** ask for copies of risk assessment documentation but may seek assurance of a provider's competence to deliver their activities safely by means of a Safety Management statement if this is not already provided.

National Institutions and Public Buildings: by their very nature these venues and providers are extremely unlikely not to conform to current Health & Safety legislation so it should not be necessary to require them to complete an OV6 or send out copies of their risk assessment documents.

HCC Providers and Establishments: - OV6 forms are not required from HCC-run providers such as Cuffley Camp, Herts Young Mariners Base, or Hudnall Park.

Preliminary Visits

Wherever reasonably possible, it is good practice for the Visit Leader to make a preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings, and any site-specific procedures or issues which may have an impact on the visit or members of the group.

Highest priority for preliminary visits will be where no serving member of staff has visited before, then when the Visit Leader has no experience of the venue/activity.

8. Outcomes

(see NG doc 5.1c)

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. (Up to four 'intended' outcomes may be recorded on 'EVOLVE' during the planning process, for subsequent evaluation.)

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow-up work.

'High Quality Outdoor Education' (<http://www.national-library.info/download.asp?fileid=483>) can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

All work undertaken within an LOtC activity will be evaluated in line with the schools' usual stringent procedures.

9. Staffing and Supervision

(see NG docs 4.2a, 3.2g)

The Trust requires the schools to ensure there is an appropriate level of supervision at all times for all visits and that such supervision is 'effective'. This must have been approved by (the EVC and) Headteacher.

Ratios for Early Years are specified and must be adhered to. For other visits and LoTC activities, the visit leader, (EVC) and Headteacher will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions;
- the contingency or 'Plan B' options.

A visit must not go ahead where the Visit Leader, EVC or Headteacher is not satisfied that an appropriate level of supervision exists. At Crabtree Infants', the target adult:pupil ratio is 1:4 for Reception and 1:6 for KS1. At Crabtree Juniors, the general rule is 1 adult:10 children with one extra adult overall where possible.

Where ratios differ, the justification should be recorded as a note on 'EVOLVE'.

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.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Remote Supervision

Pupils of The Crabtree Schools must be supervised throughout all visits.

Use of Voluntary Helpers

The use of parents and other adults with a clear association with The Crabtree Schools, as helpers or supervisors on offsite visits or LoTC activities, is seen as a valuable means of encouraging or maintaining closer links with the local community and accessing a wider set of skills and experience than may exist amongst the school's staff.

Such volunteers will need to understand and consent to the fact that they will be answerable to the visit/activity leader.

It is a fact that a volunteer will not be accountable through a legalistic audit trail (as would exist were their involvement based on a contractual relationship) and a volunteer helper cannot therefore be appointed as a Visit Leader.

It is good practice that all adult helpers and volunteers are subject to DBS checking; however this may not be required where there is no possibility for unsupervised direct contact exists. At Crabtree Infants' School, whether or not a DBS check is required depends on the trip that is taking place: if all groups remain together for the duration of the trip, no DBS is required. A member of staff will supervise toilet runs.

At Crabtree Junior School, all volunteers accompanying visits or LoTC activities must have completed a satisfactory enhanced DBS check prior to the activity taking place.

10. Emergency Procedures

Staff involved in a visit must be aware of, and adhere to, the school's emergency procedures and should carry mobile phones, ensuring that:

- all relevant contact details are pre-programmed into them
- batteries are fully-charged (and chargers available if necessary)
- sufficient credit is available for the duration of the visit.

Beware of over-reliance on mobile 'phones; in event of an emergency a land-line should be used wherever possible.

For all “out of hours” and residential visits there will be a nominated person(s) that can provide 24/7 cover as an Emergency Contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as young people.

Consideration will be given to the following:

- Criteria for identifying the nominated Emergency Contact(s)
- Is more than one Emergency Contacts required?
- Procedure for lodging visit plans to enable them to be accessed in the event of an emergency?
- Have procedures been tested?
- Is it possible to demonstrate a proactive response, to any pattern that can be recognised within incidents?

Visit Leaders should also complete and carry an Emergency Contacts sheet (OV9).

Where appropriate the Visit Leader should have an “Emergency Events” card, as issued by HCC to all CS establishments.

First Aid (see NG doc 4.4b)

It is not always necessary that a qualified First Aider accompanies an offsite visit or LOtC activity. First aid issues for any LOtC activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is “appropriate” will be determined by:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activity.
- The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

A very basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:

- Know how to access qualified first aid support.
- Have a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.

For some activities (most commonly in defined adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid “qualification”. To be a “qualification”, the first aid course must include a formalised assessment process; otherwise any certification will have the status of a certificate of attendance. In practical terms, the course will be a minimum of 16 hours.

Mobile Phones

Crabtree Infants’ School has a school mobile phone specifically for use during offsite visits which should have all relevant contact details pre-programmed into it. It is each Visit Leader’s responsibility to ensure the phone has:

- the correct details programmed into them beforehand;
- fully-charged batteries (and chargers available if necessary)
- sufficient credit available for the duration of the visit

In the event of an emergency situation, Visit Leaders should always try and access a land-line to eliminate over-reliance on mobile phones. Visit Leaders should also complete and carry an Emergency Contacts sheet (OV9).

11. Approval of Visits

Approval is delegated to the Headteacher for all visits.

There should be a clear, unambiguous audit trail for arrangements with clear evidence of approval. Such evidence will usually be recorded on EVOLVE but where this is not the case a signature of endorsement on a lesson plan will suffice.

The process for approval has three main stages:

1. Visit/activity proposed and planned by Visit Leader and accompanying colleagues;
2. Arrangements scrutinised by EVC/Headteacher until satisfied to recommend approval;
3. Arrangements re-scrutinised by Head and, when satisfied, approved.

An offsite visit or LOtC activity should not proceed without clear evidence of approval.

Additional monitoring

In its evaluation of LOtC, "How far should you go" - 2008, Ofsted recommends that it is good practice to sample monitor offsite visits and LOtC activities by means of field visits. (see NG doc 2.4a)

From time to time the EVC may recommend, or the Head/Governors/Directors may decide to, sample monitoring by field visit as an additional means of ensuring safety of participants and quality of provision.

12. Consent

Section 35 of the Education Act 2004 states: '*Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed*'.

Annual consent is appropriate for regular routine activities that take place during normal school hours.

For all other visits and LOtC activities, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

Parents' to consent to their child(ren) participating in a visit or LOtC activity is separate from any agreement to make a voluntary contribution towards the cost of the visit (see *Charging and Remissions policy*).

13. Insurance

(see NG doc 4.4c)

The Trust has 'School Journey' insurance, in addition to its public liability cover, which provides cover for all offsite visits made by the schools.

14. Inclusion

(see NG docs 3.2e, 4.4i, 6d, 6l)

Crabtree Academy Trust's policy endorses the following principles:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers.

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification.

Visit Leaders are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage.

However, the Disability Discrimination 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 that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and normal work practices.

15. Codes of Behavioural Conduct

Crabtree Academy Trust encourages the use of codes of behavioural conduct as a means of establishing appropriate expectations of children's behaviour. Such codes need to be explained to both the children and those in a position of parental support before the visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the code is breached.

As part of encouraging social responsibility, young people should be encouraged to sign up to a "behavioural contract" for all residential visits. As part of the request for consent, parents should sign and accept responsibility for removing young people in prescribed circumstances.

16. Transport

(see NG doc 4.5a)

Private Cars

(see NG 4.5c)

Pupils shall not be transported in private (staff or parent) cars.

Coaches

Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary.

Public Transport

For public transport within the Greater London area contact 'Transport for London', who offer special arrangements for school parties on London buses, Underground, Tramlink, and Docklands Light Railway, to cultural destinations. See [Transport for London](#) Tel. 020 7918 3954.

17. Swimming and water-based activities (Crabtree Junior School only)

Crabtree Junior School acknowledges the immense educational benefits that swimming and water-based activities can potentially bring to young people, and fully supports and encourages swimming activities that are correctly planned, managed, and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

All swimming and water-based activities and venues must be included within the visit plan, and life-guarding arrangements checked in advance. This is particularly important in respect of residential visits where, for example, a hotel pool may be available.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency & lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of young people, *i.e.* is it a planned activity?

Young people must be supervised by a competent adult at all times whilst undertaking swimming and water-based activities.

Swimming pools (life-guarded)

For swimming lessons, the school should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

Hotel (and other) swimming pools

Visit Leaders should check the life-guarding position in advance.

If life-guarding arrangements are not provided at the pool then the visit leader will bear the full responsibility for ensuring swimming safety.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.