

The Blue Tangerine Federation

SPECIALIST AND SPECIAL EDUCATIONAL NEEDS SCHOOLS

POLICIES, GUIDANCE AND PROCEDURES



The Blue Tangerine Federation

Educational Visits and Learning Outside the Classroom (LOtC) Policy

Date Implemented: January 2023

Last Reviewed:

Review Period: 2 Years

Staff Responsibility: Ben Linford/Josh Crosswell

Next Review: January 2025

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1. Aims and scope

Educational visits are activities arranged by, or on behalf of, the Blue Tangerine Federation, which require pupils to leave the school premises, having been authorised to do so by the Executive Head of School, Head of School or other designated member of staff.

Educational visits are a valuable way to supplement and enhance the curriculum, expand pupils' education and provide enriching social and cultural experiences, teach life skills and promote independent learning and form an integral part of our approach to furthering our pupils' education and personal growth.

It is a legal expectation that employees must work within the requirements of their employer's guidance. This policy relates to Hertfordshire's "Guidance for the Management of LOtC and Offsite Visits" and it is the expectation that all staff will follow its requirements.

This policy applies to all members of establishment staff, and other adults associated with the Blue Tangerine Federation 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 classroom, or other usual operational base. It should be implemented when using places such as:

- Visits to places of interest in the local area;
- Day visits to places such as museums and other cultural and educational institutions;
- Sporting activities;
- Adventurous and recreational activities;
- Residential trips organised by the school;
- Trips abroad organised by the school;

and 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, including weekends and holiday periods.

2. Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education 2022](#)
- [Outdoor Education Advisors Panel Guidance](#)
- [ROSPA 'Minibus Safety: A Code of Practice' 2008](#)

3. Roles and responsibilities

Head of School

The Head of School of each school within the federation will ensure that:

- All off-site visits and LOtC activities comply with employer guidance and are notified or submitted for formal approval as required;
- All staff involved are competent to carry out such responsibilities as they may be allocated;
- There is a clearly designated person, either him/herself or another suitable member of staff, as the 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 establishment;
- 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 and 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);
- Arrangements are in place for the governing body to be informed of such visits as are required by the establishment visit policy;
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
- Establishment visit policy should identify the types of visit that require a preliminary visit;
- Establishment visit policy should formally adopt 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';
- Where the activities or visit involves a third party provider, appropriate assurances have been sought; national schemes e.g. LOfC Quality Badge, AALS licence, Adventuremark, or a clear management Statement of Competence, are recognised in keeping with Hertfordshire's recommendations and 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 establishment visit policy includes appropriate emergency procedures in case of a major incident;
- The establishment 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.

The educational visits co-ordinator (EVC)

The appointed EVCs at each school in the Blue Tangerine Federation are:

The Collett School	St Luke's School
Ben Linford	Joshua Crosswell
Dani Rockley	
Nicola Funnell	

The EVC will:

- Oversee and guide other staff to arrange and organise educational visits;

- Be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment. Commonly, but not exclusively, such competence will be identified in a person on the senior management of the establishment. Where the EVC role is attached to an administrative post, or where a post holder is not an experienced visit leader, s/he will receive structured support in the form of regular (twice Termly) supervision meetings from a designated establishment colleague who has that practical experience;
- Attend training, and update training, as required by the local authority (LA);
- Support the head of establishment 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 should 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 Head of School, 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 establishment procedures are properly understood;
- Ensure Offsite activities must be 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 Head/Manager with approval and other decisions;
- Monitor visit planning and arrange for sample monitoring in the field as appropriate;
- Ensure DBS 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;
- Assess the ability of other staff to lead visits;
- Assess outside activity providers;

- Advise the Head of School when they're approving trips;
- Access the necessary training, advice and guidance;
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements.

Trip lead

Every educational visit will have one member of staff designated as the trip lead. The trip lead will:

- Have the overall responsibility for supervision and conduct of the visit. S/he must be an employee and not a volunteer;
- 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 the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers;
- Assign staff and volunteer roles, as needed;
- 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 the visit is effectively supervised; the overarching duty of care remains with the accompanying establishment 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;
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments;
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed;
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party;
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour;
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others.

Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all educational visits from the Head of School;
- Carry out any required risk assessments and work with the trip lead;
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs;

- Look out for the health and safety of themselves and those around them;
- Help manage pupil behaviour and discipline as required while on the visit;
- Share any concerns or worries with the trip lead and others, as appropriate.

Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable;
- Sign and return consent forms and any other documentation required in a timely manner;
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip.

Volunteers

Volunteers attending school trips, including parent volunteers, agree to:

- Follow the directions of staff and act accordingly;
- Behave appropriately and model good behaviour for pupils;
- Report any concerns to the trip lead or other staff present as soon as possible;
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible.

Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip;
- Dress and behave as expected for the length of the trip;
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor;

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

4 Planning and preparation

The decision on whether or not a visit will take place will be made by the Head of School or a deputised member of SLT, based on a number of factors including:

- Cost (including any potential cost to parents/carers);
- Timing in the school year and any potential clashes;
- Educational purpose and value;
- Disruption to the normal running of the school;
- Health and safety considerations;
- Staff-to-pupil ratio;
- Availability of minibuses and drivers.

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance;
- Travel plans or options;
- Full cost breakdown, including multiple options where available;
- Resources, including staffing, volunteer, and physical supplies;
- Accommodation options, where needed;
- Insurance detailed, where needed;
- Risk assessment plans and first aid provision;
- What safety measures can be put in place in order to reduce any risks.

See **appendix 1** for our trip information form for the planning and approval of a visit.

Once the trip has been approved by the Head of School or their deputised member of staff, staff will communicate with parents/carers and provide trip information.

Written parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment (See also [OEAP Guidance 4.3d - Parental Consent and Informing Parents](#)).

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion

This establishment 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. Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

5. Risk assessment

The Blue Tangerine Federation uses 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, which is set up by their Establishment's Visits Coordinator (EVC).

Arrangements and considerations for all visits and LOtC activities will be recorded, either on 'EVOLVE' or by means of standard operating procedures using generic risk assessments.

5.1 Local Visits

Visits within the Local Learning Area will be covered by the Local Learning Area Procedures which can be found on The Collett and St Luke's servers, on Evolve, and in appendix 2. Local Area Procedures have been developed by the EVC in consultation with staff and are reviewed annually. They include a general risk assessment for routine activities. There is no requirement to complete a full Evolve for a Local Area Trip, instead the Local Visit option is used to ensure that EVCs are notified and approval is given. Additional Risk Assessments may be required for Local Area Trips that are not routine, such as adventurous activities.

5.2 Visits outside the local area

We will carry out a full risk assessment before the start of all trips. The aim is for this to be completed two weeks prior to the trip, although this is not always possible. No trip will be permitted to leave the school until a Risk Assessment has been completed and approved by the EVC and the Head of School.

Risk Assessments will be completed using the school's risk assessment template which can be found on our shared drive and in appendix 3, and approved by the EVC and Head of School. Existing risk assessments (which can be found on our shared drive and Evolve) or those provided by the destination itself might also be used to support this process. In the vast majority of cases the online system Evolve will be used to ensure that the process of planning a trip is completed correctly.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the Head of School and, where appropriate, third party vendors.

5.3 Staff ratios and first aid

The LA requires establishments to ensure there is an appropriate level of supervision at all times for all visits and that such supervision is 'effective'.

Ratios for Early Years are specified and must be adhered to; see Statutory Framework for the Early Years Foundation Stage.

For all other visits the Visit Leader, EVC and Head of School 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 either the Visit Leader, EVC, or Head of School is not satisfied that an appropriate level of supervision exists.

A useful 'starting point for consideration' is at least one adult for every six young people. Where departure from this starting point results in fewer staff, 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.

Consideration should be given to the implications of one member of staff effectively being removed from the intended supervision arrangements for a period of time e.g. to accompany a pupil to hospital.

When determining the supervision ratio, particular consideration should be given to how each supervisor is likely to react in an emergency situation, and the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Staff and those who work frequently or intensively with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. For the purpose of this policy:

- 'frequently' is defined as 'once a week or more';

- 'intensively' is defined as 3 times in a 30 day period or overnight (2am - 6am).

Adults without a DBS check **will not** be left alone with pupils at any time

5.4 Transport

Transportation for trips will be organised by the school, in line with our safety procedures. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents transport for visits will leave from and return to either The Collett School or St Luke's School as appropriate.

Private Cars

Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Head of School, and an OV7D Form must be completed and retained by the establishment on an annual basis.

Coaches

The LA does not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other establishments within the LA that have used a particular company (via a search on 'EVOLVE') will help to determine the level of service that may be provided.

Minibuses

All drivers of minibuses should undertake HCC's Minibus Drivers' Assessment Scheme training, and keep that training current (5-yearly reassessments). This applies to pre and post 1997 licence holders operating under the section 19 permit scheme as 'volunteer drivers'. Post 1997 licence holders may drive a minibus provided:

- Drivers are aged 21 years or over;
- They have held their category B driving licence for at least two years;
- The minibus is being used by a non-commercial body for social purposes, but not for hire or reward;
- Drivers are not being paid to drive the minibus, other than out-of-pocket expenses;
- The minibus does not exceed 3.5 tonnes (or 4.25 tonnes if specialised equipment for the carriage of disabled passengers is included) gross vehicle weight;
- No trailer is towed.

When driving a minibus as an employee of HCC or on behalf of an HCC establishment, a full D1 PCV is required.

Hertfordshire's recommendations for minibus drivers are:

- All drivers should take a break every 2 hours (or sooner if tired).

- The break should be a minimum of 15 minutes. Second and subsequent breaks may need to be longer to prevent fatigue;
- After 4½ hours of driving, the accumulated length of breaks from driving should be at least 45 minutes;
- If you do no other work than driving, your maximum working day should be 13 hours, of which you should spend no more than 9 hours driving;
- If you do any other work as well as driving, your maximum working day, taking account of other work undertaken before starting a journey, should be 10 hours, of which you should spend no more than 4 hours driving.

For further information, see also:

- HCC Minibus Manual
<http://www.hertsdirect.org/envroads/roadstrans/rsu/driving/advice/minibus/>
- DVLA www.dvla.gov.uk Select 'Online leaflets', INF28 'Driving a minibus'
- ROSPA 'Minibus Safety: A Code of Practice' 2008
- MiDAS (Minibus Driver Awareness Scheme) via Community Transport Association UK. This also contains information on PCV licences, weight limits and towing.

Public Transport

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

5.5 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

The use of parents and other adults with a clear association with the establishment, 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 establishment's staff.

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the trip;
- The setting and circumstances of the trip;
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience.

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour and consent to the fact that they will be answerable to the visit/activity leader. See **appendix 3** for our volunteer code of conduct for educational visits.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

7. Communication and consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 week before the proposed date of the trip. Communication will be via Class Dojo and information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location;
- Pupil-to-staff ratios and staff qualifications, where relevant;
- Clothing and equipment required, and whether this is provided by the school;
- Expected behaviour and consequences of pupils' failure to meet these standards.

Where required, parents/carers will be asked to provide written consent for educational visits by signing and dating a form to be returned to the school.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

8. Emergency procedures and incident reporting

8.1 General Guidance

The Visit Leader must ensure that all staff involved are clear what their responsibilities are. All staff must be aware of the risk assessment(s) in place and actively following them.

The Visit Leader must ensure that all children have had a safety briefing before starting the activity.

All staff must continue to assess risks during the visit and act to mitigate such risks should they occur.

All staff must ensure that children are closely supervised at all times.

All staff must perform regular head counts of pupils, at least prior to and following each group movement from one location to another, to ensure that all children are present and correct.

Visit Leaders and Assistant Visit Leaders who may take sole responsibility for a sub-group must take with them:

- Mobile phone;
- First Aid kit appropriate to the visit;
- A copy of the key information for each trip participant (including adults), with details of next of kin, emergency contact details, medical needs and dietary needs (OV8);
- A completed copy of the Emergency Action Form;
- Any medical equipment required for the children on the trip.

8.2 Emergency Situations

Emergency situations can occur despite the best precautions and therefore contingency planning and consideration of emergency procedures are necessary. Staff involved in a visit must be aware of, and adhere to, the establishment's policy on emergency procedures.

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:

- The emergency contact is typically the EVC or Head of School, although may be delegated to another member of the leadership team if the circumstances dictate;
- It is preferable to identify two emergency contacts wherever possible as a contingency;
- What means of communication will be available during the trip, e.g. will there be mobile phone reception and if not what alternatives will be used;
- Visit plans are stored on Evolve to enable them to be accessed in the event of an emergency.

Levels of Emergency

There are three levels of emergency, which help to guide the necessary response from the Visit Leader. The principles outlined provide a format for response and communication for school groups encountering misfortune whilst away from their normal base; these principles do not attempt to provide details for all possible situations, and Visit Leaders should use their own judgment and experience to determine the most appropriate course of action.

Incident

This is a situation in which the Visit Leader is able to remain in control and cope without having to refer to the Emergency Contact. The majority of problems occurring on educational visits fit this definition. Examples include a pupil who feels ill, minor injury, poor behaviour or a homesick pupil.

Response: *The Visit Leader would be expected to deal with these.*

Emergency

This is an incident which the Visit Leader cannot deal with alone, and would need to refer to the Emergency Contact for help. Emergencies are infrequent. The school's emergency contact is available at all times to provide support when a situation is beyond a Visit Leader's experience, training or coping strategies. Examples may include a stomach bug affecting several pupils, a safeguarding issue, repeated poor behaviour causing concern or hospitalization due to injury.

Response: *Contact the Emergency Contact for support.*

Critical Incident

This is an incident that cannot be dealt with by the Visit Leader and the Emergency Contact alone. Critical incidents are rare. Examples include where any member of a group undertaking an off-site activity has suffered a life-threatening injury or fatality, is at serious risk or has gone missing for a significant and unacceptable period.

Response: *Contact emergency services, e.g. ambulance if needed. Contact the Emergency Contact.*

Contact Hertfordshire Critical Incident support:

Monday – Friday 08.30-17.30 and Saturday 09.00-16.00: **01438 737261**

All other times: **0800 547547**

These numbers should be carried by Visit Leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. Under no circumstances should these numbers be given to young people or to their parents or guardians.

If it is necessary to contact parents to make them aware of an emergency or critical incident, this will typically be the role of the Emergency Contact.

8.3 Late Return

When a group is overdue the scheduled return time, it is important that a systematic approach is adopted in responding to the late return of groups. This should ensure there is no dramatic over-reaction to simple unavoidable delay, but should equally ensure a prompt response in circumstances where the overdue return may be the result of a serious incident.

The Visit Leader must make every effort to inform the Emergency Contact of any significant delay in order to circumvent unnecessary worry and response. Failing this the following procedures should be implemented:

Group Overdue By:	Status	Actions and Response
Less than one hour	Heightened awareness	<ol style="list-style-type: none"> 1. Telephone Visit Leader or last known point if possible 2. General awareness raised – looking out for safe return 3. Reassure any concerned relatives
Less than two hours	Low keysearch	<ol style="list-style-type: none"> 1. Initiate a low key search of the general area where the group are expected to be, if possible, including expected location of vehicle 2. Use local people/knowledge where possible. Have they been seen?
Two hours or more	Full scale response	<ol style="list-style-type: none"> 1. Contact Critical Incident support if you have not already done so. 2. Initiate full scale search.

Safe return of the group **must** always be reported as soon as possible.

8.4 Plan B

In the interests of safety, conditions on the day of the trip may necessitate a change of plans. A decision to change the plan to Plan B may be made by the Visit Leader, either on the basis of their own recognised experience and technical expertise, or on the advice of another member of the staff team delegated with responsibility for the conduct of the activity. In either case, if the changes made involve the activity taking place in a different location or are likely to result in a delayed return, the Visit Leader must notify the Emergency Contact person prior to commencement of the activity. Although rare, in some situations it may be necessary not to proceed with the visit.

8.5 Investigation of Incidents

If an emergency situation, or near miss, does arise during a visit, this will be investigated. As such, to avoid compromising the investigation it is important that details of the situation are not shared with

other staff unless advised otherwise by the investigating officer. The person assigned to deal with an investigation will depend on the nature of the incident, and will typically be:

- Incidents – informal discussion with EVC; EVC to advise Head of School or Executive Headteacher if there are concerns so that an investigation can be carried out;
- Emergency – investigation by Head of School;
- Critical Incident – investigation by Executive Headteacher.

If the EVC, Head of School or Executive Headteacher were involved in the emergency situation, the investigation will be carried out by someone higher in the line management structure.

The Visit Leader is responsible for informing the appropriate person, as indicated above, of any incident or near miss that may have occurred during a visit. This must be done immediately on return to school, if it has not already been reported by this time.

The investigation is an information gathering exercise; as such it is carried out in a reasonably informal and non-judgmental manner. Typically it will involve any staff members taking part in the visit, and any other suitable witnesses; the investigating officer will draw upon the observations of staff and participants in a form they feel appropriate. The intent is to seek the causes of incidents in order to inform the ongoing development of good practice. Investigation does not automatically imply incompetence or negligence.

Where, as a result of the investigation, there is a possibility of disciplinary or other action being followed the investigating officer will exercise caution to ensure that one process does not compromise another. Advice from leadership, HR or other relevant professionals should be sought before proceeding with the investigation of the incident.

8.6 Accident Reporting

Any accidents that occur during a trip should be recorded following standard school procedures, both for adults and children. Please see the school's Medical HLTA for further guidance on this.

In some circumstances, such as serious injuries, it is necessary for the Health and Safety Executive (HSE) to be notified of accidents. The HSE website provides further guidance on what to report;

- www.hse.gov.uk/riddor/reportable-incidents.htm

As pupils are non-workers they are treated as members of the public in this guidance.

All incidents that are reported to the HSE must also be reported to the LA's Health and Safety Team using the online forms via Solero. If a reportable incident has occurred, or you need further advice, you must contact the school's Medical HLTA who will be able to assist in the reporting process.

9. Charging and insurance

We will follow our school's charging and remissions policy at all times.

Parents/carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours **if** it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

However, voluntary contributions may be sought for activities during the school day which entail additional costs e.g. school trips to local areas of interest; transport and entry fees. In these circumstances no pupil will be prevented from participating because his/her parents cannot or will not make a contribution. However, should the cost of the trip be prohibited due to a lack of funds, then the trip may be cancelled.

Advice regarding insurance may be sought from the Local Authority's Insurance department. Contact details are given on the 'Contact' page and from the 'Insurance' section when completing a visit entry on 'EVOLVE'.

In addition to the standard public liability cover which all establishments will have in place Hertfordshire County Council has taken out 'blanket' personal accident cover / travel insurance for all trips/visits at home or abroad. Details are available from the County's insurance department on 01992 555480 or by email at insurance@hertsc.gov.uk

Additional personal accident / travel insurance should be considered for visits in Category 3, and must be taken out for all visits abroad.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid EHIC (European Health Insurance Card) or a GHIC (Global Health Insurance Card). See www.dh.gov.uk

10. Residential visits

The Head of School will approve all residential trips.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training;
- All necessary permissions and medical forms are obtained at least 1 month before the start of the trip;
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks.

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school;
- The full address and contact details of the destination;
- Planned activities and options;
- Meal provision;
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions);
- Clothing and equipment provided, and what pupils must bring themselves;
- Public health requirements, including any required vaccinations;
- Accommodation options and arrangements;
- The names of staff attending.

For visits abroad, we will make sure that any organisation providing activities hold the LOtC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

11. After the Trip

Following the trip, the intended outcomes are evaluated in 'EVOLVE' by the Visit Leader, alongside other members of the visit team where possible. The venue or provider used during the visit should also be evaluated. These evaluations can therefore be used to help inform future visits. '[High Quality Outdoor Education](#)' can be used as a tool by visit leaders to assist in the evaluation of the learning taking place.

Appropriate follow-up work, which provides opportunities for children to consider their learning or to apply it in different contexts, helps to multiply the value of hands-on experiences outside the classroom.

12. Review

This policy will be reviewed every 2 years by EVCs from all schools within the federation. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- Health and safety policy;
- Charging and remissions policy;
- Behaviour policy;
- Child protection policy;
- First aid policy.

Appendix 1: proposed visit form

To be completed by the staff member proposing the educational visit, and submitted to Head of School (Collett), Head of School or EVC (St Luke's) – electronic copy is available in the teachers shared area.

(For this purpose a Visit may be defined as an educational or recreational outing which will normally be completed in one day and may include visits to exhibitions, art galleries, concerts, science institutions, museums, theatre, zoos, gardens etc.)

Proposed School Visit or Activity																									
Once completed email to: Head of School (head@stlukes.herts.sch.uk or head@collett.herts.sch.uk) and Bursar (bursar@stlukes.herts.sch.uk or Rachael.lampey@collett.herts.sch.uk)																									
PART A	COSTING																								
Objective(s)																									
Activity/Trip to						Covered in Local Area?																			
Proposed date(s) and time(s)																									
No. in Class/Party	Staff		Pupils (total, inc. PP)		No. of children who are PP																				
	Others (parents etc.)																								
Classes (or individual pupils) affected																									
Transport Required	School Minibus		Coach		Other (please specify)																				
Names of staff involved																									
Cover required? (if so, which staff)																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Estimated total costs for all attendees</th> <th style="width: 50%;">Contributions From School Budgets</th> </tr> </thead> <tbody> <tr> <td>Fares</td> <td rowspan="10" style="vertical-align: top;"> Include totals for: Any subsidy pre-agreed by school, e.g. from your class budget Amounts pre-agreed by the fundraising team or FOSL </td> </tr> <tr> <td>Coach Hire</td> </tr> <tr> <td>Minibus Hire</td> </tr> <tr> <td>Other Transport</td> </tr> <tr> <td>Entrance</td> </tr> <tr> <td style="color: red;">Supply Costs (JC to complete if req.)</td> </tr> <tr> <td>Refreshments</td> </tr> <tr> <td>Gratuities</td> </tr> <tr> <td>Sundries (e.g. photocopying)</td> </tr> <tr> <td>Parking</td> </tr> <tr> <td>Insurance</td> <td></td> </tr> <tr> <td>Other</td> <td></td> </tr> <tr> <td>Total Estimated Costs =</td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table>							Estimated total costs for all attendees	Contributions From School Budgets	Fares	Include totals for: Any subsidy pre-agreed by school, e.g. from your class budget Amounts pre-agreed by the fundraising team or FOSL	Coach Hire	Minibus Hire	Other Transport	Entrance	Supply Costs (JC to complete if req.)	Refreshments	Gratuities	Sundries (e.g. photocopying)	Parking	Insurance		Other		Total Estimated Costs =	0.00
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Maximum amount required from PP budget (total)	#DIV/0!																								

Appendix 2: risk assessment template

ACTIVITY					
Assessment by:		Date:		Review by:	
Approved by:		Date:			

Risk:	Measures to manage:

Reviews		
Date	Reviewed by	Comments

Appendix 3: volunteer behaviour and code of conduct

This code of conduct sets out the expected behaviour for volunteers attending school trips. Volunteers should read and sign this form, showing that they understand and agree to follow this code while acting on behalf of the school. If you feel you cannot agree with this code, please speak to a member of staff at the earliest opportunity and withdraw from the trip.

A copy of this form will be kept in the school office, and you may ask for a photocopy to keep for yourself.

Volunteers agree **to**:

- Remain professional and respectful with staff and pupils at all times;
- Listen to and act on instructions from staff;
- Dress appropriately for the trip;
- Arrive at the agreed time and remain until the trip is concluded and they are told they may leave by staff;
- Pay attention to potential dangers and raise concerns with staff;
- Act responsibly and demonstrate good behaviour to pupils;
- Report any concerns about the safety or wellbeing of a pupil to staff as soon as possible.

Volunteers agree **not to**:

- Exchange contact details with pupils unless told to by a member of staff;
- Engage in physical contact with pupils unless appropriate or required;
- Share inappropriate personal information (i.e. personal beliefs, religious views, relationship status);
- Use demeaning, offensive, abusive or insensitive language;
- Smoke, drink alcohol, or use drugs (other than those required for medical reasons) or be under the influence of alcohol or drugs (other than those required for medical reasons) for the duration of the visit
- Allow themselves to be left alone with a pupil unless previously agreed with staff
- Take photographs or record pupils without the permission of pupils and staff

As a volunteer, I have read and agree to this code of conduct, and will follow the rules set out above.

Signed:

Date:

Appendix 4: The Collett Local Learning Area

The Collett Local Learning Area

General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during normal school hours follow the Operating Procedure outlined below.

These visits/activities:

- do not require parental consent (however parents are still informed via Class Dojo)
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The boundaries of the Local Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues:

- *Dacorum Forum Library*
- *Gadebridge Park*
- *Sportspace*
- *Local shops (for Personal Development and Functional Skills)*
- *Local schools / Colleges (for the purposes of sports fixtures, competitions, visits etc)*

Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our Local Learning Area:

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

These are managed by a combination of the following:

- The Head, Deputy or EVC (delete as necessary according to your circumstances) must give verbal approval before a group leaves;
- A designated Emergency Contact at school, who is aware of the proposed visit/activities, will have been identified beforehand and ensure that they remain contactable until notified of the group's safe return;
- Only staff judged competent to supervise groups in this environment are approved;

- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the Welcome Pack

Staff

- Hi-Vis to be worn by all staff and volunteers;
- All staff to wear Collett badges and lanyards;
- Walkie Talkies taken with the group in sufficient quantity to ensure good communication between groups. Channel pre agreed before leaving school;
- Minimum of two adults to accompany all trips. The age and ability of the young people, together with the nature and location of the activity, help determine the degree of supervision required;
- Pupils to wear Collett wristbands;
- Staff to take in a clearly identifiable bag:
 - OV8 containing emergency contact details and photos of all participants to be carried by trip leader
 - Emergency action card
 - First Aid Kit
 - Any required medication (date checked) plus administering forms
 - Staff to take charged mobile phone for contacting school if required. If this is a staff personal phone, it is the staff member's responsibility to ensure that their number is set to private
 - Spare clothes (if required)
 - Nappies, wipes, hand sanitiser (if required)
- Pre trip briefing to cover:
 - Route being taken
 - Details of any OV5s or specific actions for particular pupils
 - Emergency procedures and contingency plans
 - Expected timings
- Pre visit checks to include:
 - Footwear
 - Water bottles/packed lunches (if required)
 - Toileting
 - Pupils briefed as to purpose of trip, timings, behaviour expectations, any specific hazards (e.g. weather, road crossings, strangers etc)

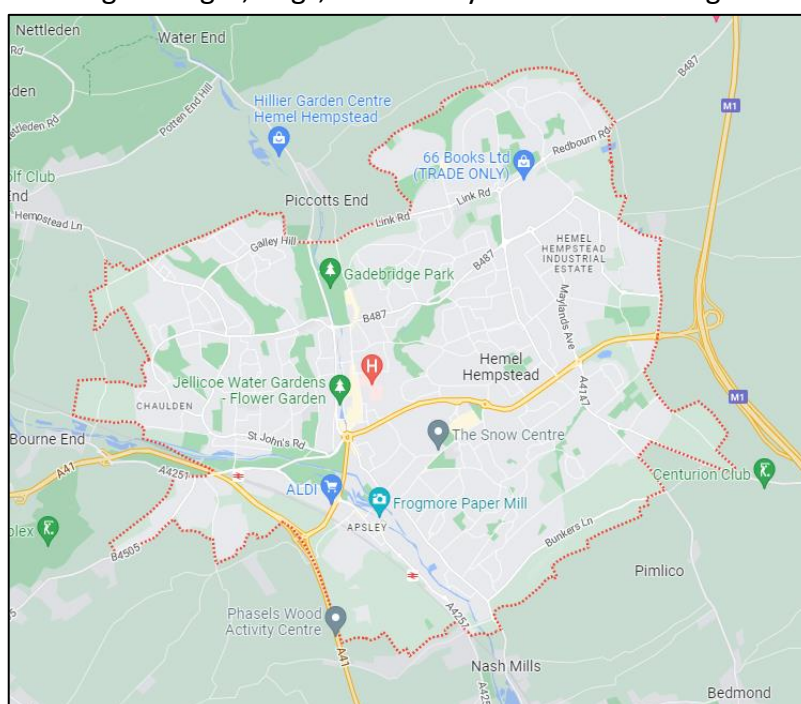
Minibus

- Driver to hold valid minibus driving license;
- Driver to not drive if feeling tired, unwell etc;
- Seatbelts to be worn by all occupants. Staff to check pupil seatbelts;
- Staff to sit by side door and rear door whenever possible;
- Tyres/Maintenance check carried out before departure;

- Pupils to have individual booster seats if required;
- No eating or drinking on minibus;
- Minimum of two staff in vehicle irrespective of pupil numbers;
- In the event of breakdown, trip party to exit the vehicle via the safest exit (assuming it is safe to do so) and wait in a safe place. School/Emergency contact to be contacted.

Walking

- Route planned in advance;
- Weather checked in advance;
- Pupils to bring suitable footwear, coats, sunhat etc (depending on weather);
- Adults to be stationed at front and rear of group. Any other adults to be deployed according to where they are most effective (considering pupil needs, OV5 etc);
- Adults to walk on kerb side of road when walking next to pupils;
- Route to follow pavements and paths wherever possible;
- Road crossing to be at marked crossings (e.g. Pelican crossing, Zebra crossing) wherever possible;
- When crossing the road one adult to remain in the middle of the road to stop traffic;
- Any specific hazards on the route to be considered and staff and pupils briefed;
- Pupils briefed on stranger danger, dogs, road safety etc before leaving school



Boundaries of the Local Learning Area

Appendix 5: St Luke's Local Learning Area

St Luke's School Local Learning Area

General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during normal school hours follow the Operating Procedure outlined below.

These visits/activities:

- Do not require parental consent;
- Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The boundaries of the Local Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues:

- *Redbourn Village*
- *Redbourn Park*
- *Nickey Line*
- *Herts Garden Centre*
- *Batford Springs*
- *Verulamium Park*
- *Wheathampstead Park*
- *Gadebridge Park ?*
- *Local schools / Colleges (for the purposes of sports fixtures, competitions, visits etc)*
- *Splashes Pool and Leisure Centre*
- *Local shops and restaurants (for the purpose of social skills)*
- *Local Cinemas*

Operating Procedure for Local Learning Area

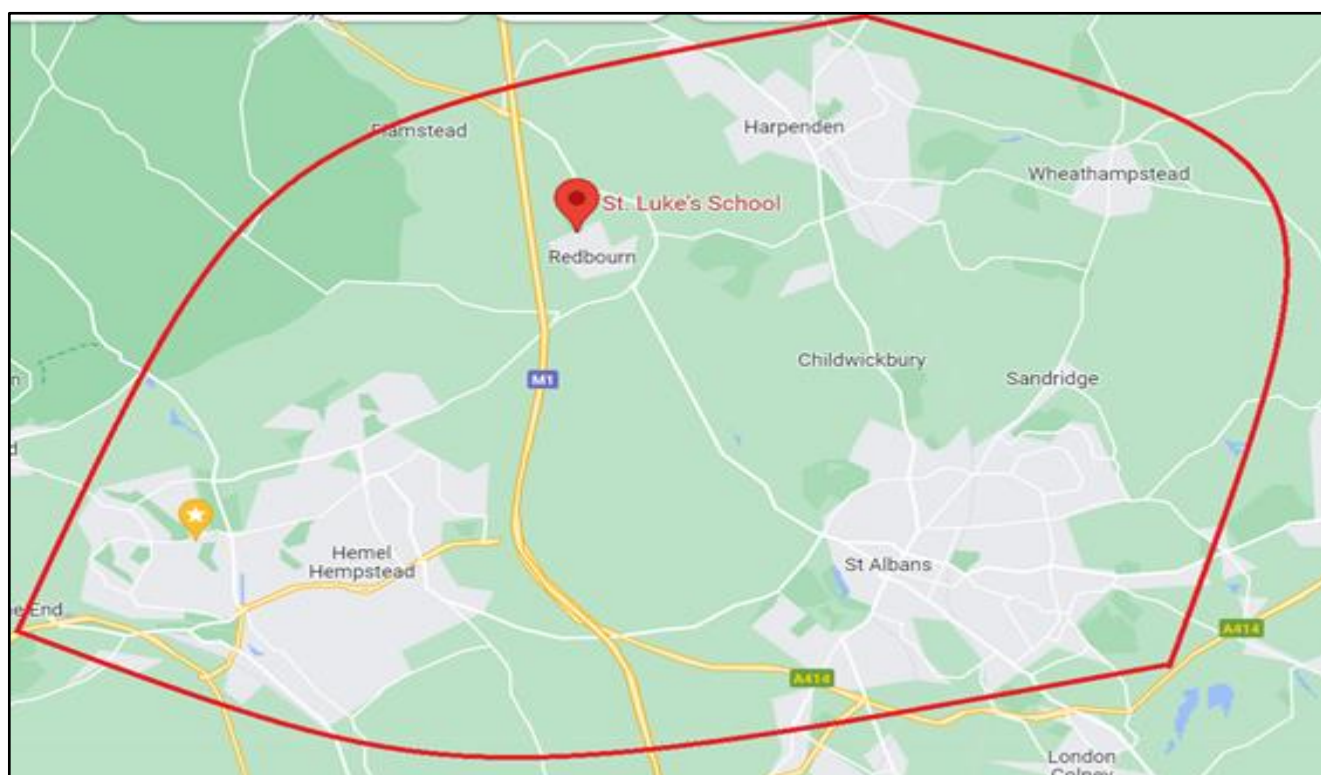
The following are potentially significant issues/hazards within our Local Learning Area:

- Road traffic;
- Other people / members of the public / animals;
- Pupil becoming separated from the group';
- Uneven surfaces (→ slips, trips and falls);
- Weather conditions;
- Activity-specific issues when doing fieldwork (nettles, brambles, rubbish, etc.);
- Sporting Injuries.

These are managed by a combination of the following:


- **The Head or EVC must give verbal approval before a group leaves.** Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office;

- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school;
- Pupils are given reminders of safety information prior to going off site;
- There will normally be a minimum of two adults;
- Staff are vigilant and count pupils at regular intervals to ensure that all pupils are present;
- Staff are familiar with the area, including any "no go" areas, and have practiced appropriate group management techniques;
- Pupils have been trained and have practiced standard techniques for road crossings in a group;
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group;
- All remotely supervised work in the Local Learning Area is done in 'buddy' pairs as a minimum;
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school;
- Staff are aware of any relevant medical information and ensure that any required medication is available;
- Staff will tell the office all pupils and staff/adults, where they are going and an estimated time of return;
- A designated Emergency Contact 'back at base'(Jamie Caple), who is aware of the proposed visit/activities, will have been identified beforehand and ensure that he remains contactable until notified of the group's safe return;
- A school mobile is taken and the office will have a note of the number(s);
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles).



Boundaries of the Local Learning Area

Trip Evaluation form

Trip destination, activity and objectives for the trip.	Destination: Objectives: <ul style="list-style-type: none"> • 			
	Outstanding	Good	Requires Improvement (Please comment why)	Inadequate (Please comment why)
Travel				
Trip Activity				
Objectives				

Please tick boxes but if any of the answers were RI or I please comment why so we can improve for the future.
