

Policy for the Management of Educational Visits and Learning Outside the Classroom

Ermine Street Church Academy

First approved by Governors	27th November 2019
Policy to be reviewed annually	
Reviewed by Governors	18 October 2023

1. Scope and Rationale

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff.

Ermine Street Church Academy's programme of visits is structured and progressive to gradually develop young peoples' confidence, independence, responsibility and specific learning objectives.

We believe that student and staff involvement in residential and non-residential visits adds significant value to school life and enhances our core values and ethos. 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, provide a foundation for lifelong learning, and form an integral part of our approach to furthering our pupils' education and personal growth.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- 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

We aim to:

- Provide a broad programme of visits
- Ensure access for all students including those with additional needs
- Develop continuity and progression throughout a student's school experience
- Enable students to discover a sense of community, social responsibility, initiative, resourcefulness and self-reliance

This policy covers all offsite visits and some on site learning outside the classroom. This policy is managed by the Headteacher and Educational Visit Coordinator. It provides a framework for staff planning off site visits.

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 2023 \(publishing.service.gov.uk\)](#)

Sections of this policy are also based on the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 Headteacher

The headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- Making sure staff, including the educational visits co-ordinator, have received any necessary training
- Working with the governing body to approve residential trips of more than 24 hours

1.2 The educational visits co-ordinator (EVC)

Charlotte Rudd is the appointed EVC at our school. Their role is to:

- Oversee and guide other staff to arrange and organise educational visits
- Assess the ability of other staff to lead visits and a designate suitable trip lead for each visit
- Assess outside activity providers
- Advise the headteacher and governing board 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

3.2 Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- Assign staff and volunteer roles, as needed
- 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

3.3 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 headteacher
- 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

3.4 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

3.5 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

3.6 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 Positive 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 Headteacher and based on 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

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 2** for a trip information form example for the planning and approval of a visit. Staff will use EVOLVE to plan and risk assess the trip.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek approval of the Local Governing Body.

Once the risk assessment has been approved by the headteacher, and the Local Governing Body where relevant, 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.

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

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

If a pupil with a disability, statement of special educational needs (SEN) or an education health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

The Academy takes all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and outdoor learning thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

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

5. Risk assessment

The Academy has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. A "Risk-Benefit Assessment" approach is adopted. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". As part of learning, young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

We will carry out a full risk assessment at least 2 weeks before the start of all trips.

This will be completed using the school's risk assessment template which can be found on Smart Log and in **appendix 3**, and approved by the headteacher and the EVC Lead. Existing risk assessments which can be found in Smart Log and those provided by the destination itself might also be used to support this process.

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 headteacher and, where appropriate, third party vendors.

Every risk assessment will be approved by the headteacher, and a copy taken on the visit and another copy left with the EVC.

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 supervising adult able to administer first aid is present on all trips
- For EYFS visits, at least 1 qualified paediatric first aider is present on all trips
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies.
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with pupils at any time
- The trip lead will take regular headcounts and/or rollcalls

5.2 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, the school site.

5.3 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

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. See **appendix 4** for our volunteer code of conduct for educational visits.

Volunteers are required to complete the Registration Form for Voluntary Helpers. **See appendix 4.1.**

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 month before the proposed date of the trip. Communication will be via letter and email 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
- 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.

8. Emergency procedures and incident reporting

The School Critical Incident plan covers the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN). An updated guide is available to schools to assist.

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact the school office who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and insurance

Heads/Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996. We will follow our school's Charging and Remissions Policy at all times.

The academy has insurance policies in place to cover this area of work. Specific activity may require further cover which should normally be with the insurers.

10. Monitoring

As an employer the school ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

11. Links to other Key Policies

This policy links to other academy policies and therefore these areas are defined and not repeated.

Specific Arrangements

The academy has a service level agreement for specialist advice from the Outdoor Education Adviser. The school has an Educational Visit Coordinator who is trained and updated. There is a clear process for planning and approval of visits, using Evolve software for Zone 2 and 3 visits. There is a defined process in place for Zone 1 visits. Oversight for this system is with the Headteacher, with the Management/Trust receiving reports when appropriate and requested.

Good Practices

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states:

"a competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

- *Knowledge and understanding of their employer's guidance supported by establishment-led training.*
- *Knowledge and understanding of the staff, the activity, the group and the venue.*
- *Appropriate experience*
- *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification."*

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues are applied to both newly qualified and newly appointed staff.

Good planning for a visit should include a consideration of all the variable factors:

- **S**taffing requirements – trained? experienced? competent? ratios?
- **A**ctivity characteristics – specialist? insurance issues? licensable?
- **G**roup characteristics – prior experience? ability? behaviour? learning, and other additional needs? medical needs?
- **E**nvironmental conditions – like last time? impact of weather? water levels? social factors?
- **D**istance from support mechanisms in place at the home base – transport? residential?

Appendix 1

Zone 1 Activity

Zone 1 is defined as activity that is not very complex and close to the school, it will include regular venues and activities. This allows the staff to know the venue and activity well and therefore risks are more easily managed. It is not defined by a geographical distance as some schools travel further to regular venues than other schools.

Description of Zone 1 at Ermine Street Church Academy

The school is on the edge of a new development, separate from any existing village or town. Zone 1 covers the area around the school that can be safely accessed on foot. It includes Alconbury Weald and extends to the neighbouring village of Little Stukeley. Any places beyond this defined area must be accessed by transport and so are beyond Zone 1.

Action taken

The EVC has met with the staff and talked about the range of venues and activities that they would see in Zone 1. They have also agreed the procedures for working within Zone 1, including the procedure for crossing roads.

The EVC has drafted a Risk Benefit Analysis (RBA) form for visits on foot in Zone 1 and this is used by all staff. Staff add any specific items relating to their Zone 1 visit to this RBA as necessary. The RBA is reviewed annually.

Upon admission of a child, parents are asked to give permission for all visits on foot. This is recorded in writing on our admissions form. Permissions are recorded on our MIS system, collated by the school office and shared with teachers.

On the Day Procedures

Staff must ensure that the EVC or Head knows they are going out

Sign out at Office = giving details of:

- Destination

- Who is going

- Departure and anticipated return time

- Contact numbers

The lead member of staff must carry:

- The visit grab bag (kept in the school office)

- First aid kit (included in above)

- Green classroom rucksack which includes children's medication

- EV Emergency cards

- School or personal mobile phone

Walkie talkie

EVC Action

As with all activity – this should be monitored and reviewed to ensure that standards are being maintained.

Risk Benefit Assessment for Zone 1 Activity –DRAFT EXAMPLE

Generic Benefits	Specific Outcomes
Using our local environment easily Understanding environments close to our school Maximising outdoor learning at low costs Being seen out and about by parents, and friends of school Active Children	Excitement in real world learning Staff wanting to plan exciting lessons and experiences Engaged learners who can manage risks in the real world Confident learners who want to learn more

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions
Walking around local area	Traffic, other pedestrians, busy school entrance at certain times, mainly minor roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know the area well, and find effective places to cross roads, know the park well	All staff to explore local area, new staff to get induction
Walking into town centre	Traffic, other pedestrians, crossing busier roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know route into town well, and find effective places to cross roads, including crossings.	New staff need to be shown Discussion every year on the best/ appropriate routes
Exploring learning outside – remote supervision	Making decision about remote activity, thinking about sub groups, and when and where.	Non teacher led becomes very powerful learning and replicates learner led from classroom	Staff to know the area well. Consider a range of factors before starting, read advice on OEAPNG FAQ	Staff to practice this on site first before moving off site

Activity in inclement Weather	Children wet and cool, Staff wet and unhappy	Learn in all weathers. Some activity needs non sunny weather	Create a school culture that learning can occur outside and proper clothing should be brought to school at all times	Spare coats at school to be supplemented
Transport	Crowded buses Minibus	Learn to travel by public transport	Self sustaining Sub groups are important, so that sub groups can travel back alone	Aware of bus crowding on certain times and days

Appendix 2: proposed visit planning information (This information will be completed on EVOLVE as part of planning the trip)

To be completed by the staff member proposing the educational visit, and submitted to the headteacher and the EVC Lead

Name of staff member proposing the visit:

Date of request:

Response required by (date):

Proposed trip information

	TRIP INFORMATION	ADDITIONAL COMMENTS
Destination		
Trip date		
Travel distance		
Length of stay		
Purpose of visit / educational benefits		
Number and age of pupils		
Transportation options		
Cost breakdown, including multiple options where available		
Resources required, including: • Staffing • Volunteers • Physical supplies • Transportation		
Accommodation options, where needed		

	TRIP INFORMATION	ADDITIONAL COMMENTS
Insurance needed, where applicable		
Risk assessment plans and first aid provision		
Any additional information		

Appendix 3

Risk Assessment - Click or tap here to enter text.

Quality Assurance Cycle

RA Review Cycle

Review date	Version No	Headteacher + Date	EVC + Date
Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

All RAs should be reviewed at least annually as best practice, if any changes are made affecting the RA before the annual review or following an accident/incident the RA should be revisited at that time and updated and where required re-issued to relevant parties

Note – Risk Assessments to be amended using track changes, so that there is a documented history of all changes made.

Guidance Notes

The purpose of a Risk Assessment is to identify potential injury or damage that could occur during the undertaking of any activity. Control measures are then to be implemented to eliminate or reduce the severity and/or likelihood of such events taking place.

A risk assessment should be completed prior to any new task being carried out and anyone asked to perform the task should be made aware of the risk assessment relating to it.

The following steps should be taken when completing a health & safety risk assessment.

- Identify who could be affected
- Classify the worker type that this assessment applies to. This may be “Staff/Visitor/Contractor/All”
- Evaluate the task by assigning a Risk Evaluation score (Likelihood X Severity) to the column “before controls “for each of the listed action or hazards that are present when undertaking this task. These scores should reflect the risk present in the absence of any form of control, training or protective equipment. If the task involves an action or hazard that is not listed, add it in.
- Any Risk Evaluation score above 6 is **not** acceptable and must be identified.
- For each score over 6, control measures **must** be put in place to eliminate or reduce the severity and/or the likelihood of it happening.
- List all existing control measures for each action or hazard with a score of 4 or more.
- List any additional control measures that are required for each action or hazard with a score of 4 or more.
- A Risk Evaluation score after controls must then be added. Any score of over 12 after controls should **not** be undertaken unless a separate Risk Assessment for that task is written.
- Any Risk evaluation score of over 12 should not be undertaken until a full investigation is carried out to understand if the task needs to be carried out and if it can be carried out in a safer way.
- The original risk assessment should be kept by the line manager and made available to anyone who will be carrying out this task.
- A copy of the risk assessment must be made available to all staff who may be affected by the tasks/controls mentioned. A copy should also be uploaded to central server
- All risk assessments are to be reviewed on an annual basis / when the function supported by the risk assessment changes or when the control measures require a change.

Likelihood

Likelihood	Description	Score
Very Unlikely	Unforeseeable that an incident or injury could occur	1
Unlikely	An incident or injury may happen, but very unlikely	2
Fairly Likely	An incident or injury may happen	3
Likely	An incident or injury occurring is foreseeable	4
Very Likely	An incident or injury is a definite possibility	5

Severity / Consequence

Severity / Consequence	Description	Score
Insignificant	No Injury or Damage	1
Minor	Injuries only requiring possible on site first aid / Minor damage to site or equipment	2
Moderate	Injuries that may require off site assistance or absence from school / closure of areas or equipment	3
Major	Potential serious injury such as broken limbs or prolonged absence from school / Significant disruption to education	4
Catastrophic	Risk of Fatality / School closure	5

Risk Rating and Actions

	Very Unlikely	Unlikely	Fairly Likely	Likely	Very Likely
Catastrophic	5	10	15	20	25
Major	4	8	12	16	20
Moderate	3	6	9	12	15
Minor	2	4	6	8	10
Insignificant	1	2	3	4	5

Risk Rating	Score	Actions
1-2	No Action	Safe to continue task but control measures must be maintained
3-6	Monitor	Monitor task for improved controls measures in the future or significant change in task
8-12	Action	Existing controls need to be checked and look at possible improvements for carrying out task. Can the task be achieved in another way?
15-16	Urgent action	Advice should be sought from H&S Team on how task is completed and additional controls that may be necessary Can the task be achieved in another way?
20-25	STOP	Task should not be carried out.

Risk Assessment – Click or tap here to enter text.

(Please note when completing the RA if more rows are required, please copy whole rows and paste, any problems please contact healthandsafety@demat.org.uk

Intent					Impact				
Date RA completed:		Click or tap to enter a date.			Most Recent Review Date:		Click or tap to enter a date.		
Completed by:		Click or tap here to enter text.			Revision No:		Choose an item.		
Description of Task covered by this Risk Assessment		Click or tap here to enter text.			School Name:		Click or tap here to enter text.		
Specific Activity	Risk / Hazard Identified	Probable Benefits	Before Controls Risk Score			Control Measures Required	Residual Risk Score		
			L	S	Score		L	S	Score
						Tasks should only be undertaken after ALL required control measure are in place.			

Click or tap here to enter text.		Choose an item.	Choose an item.	Choose an item.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.
Click or tap here to enter text.		Choose an item.	Choose an item.	Choose an item.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.

Additional Comments (if required)

Date Created:

Appendix 4: 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 the trip organiser (e.g. Class teacher) 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:

4.1. Registration Form for Voluntary Helpers

You will appreciate that the School must be particularly careful to enquire into the background of individuals who have access to the pupils at the school. The school keeps a record of all persons who carry out voluntary work at the school. You are asked, therefore, to complete the details below and return it to the school.

Safeguarding Children and Safer Recruitment in Education requires that Volunteers give names and addresses of two referees.

If as a voluntary helper, you have **regular contact** with the pupils then you will need a DBS certificate.

Surname: _____ **Title:** _____

Previous Name (s): _____ **Forename:** _____

Date of Birth: _____ **Telephone No:** _____

Address: _____

Relevant Experience: e.g. Education, Training, Employment or Voluntary Work

Have you lived abroad at any time in the last 5 years? Yes ☐ No ☐

Referees: Please give names and addresses of two referees:

First Referee

Full Name: _____

Full Address: _____

Telephone No: _____

Email Address: _____

Job Title: _____

Relationship to Applicant: _____

Second Referee

Full Name: _____

Full Address: _____

Telephone No: _____

Email Address: _____

Job Title: _____

Relationship to Applicant: _____

I consent to the details on this form being held by the school as a record that appropriate checks have been carried out.

Signed: _____

(Voluntary helper)

Date: _____

FOR SCHOOL USE

DBS Application processed ☐ Date: _____

Signed: _____

DBS Result Received ☐ Date: _____

Signed: _____