

DOCUMENT PURPOSE:

This policy reflects the values and correct procedures of the Secondary Behaviour Support Service in relation to off-site visits and activities of a curricular or extra curricular nature except work experience in Education. This policy has been written in conjunction with the Department for Education and Employment, "HEALTH AND SAFETY OF PUPILS ON EDUCATIONAL VISITS", and the document "STANDARDS FOR LEA'S IN OVERSEEING EDUCATIONAL VISITS PART 1 OF A 3 PART SUPPLEMENT TO HEALTH AND SAFETY OF PUPILS ON EDUCATIONAL VISITS".

AUDIENCE:

This policy relates to students in key stage 3 & 4. This document is intended for all teaching staff and staff with the key work responsibilities, the school management board, parents, inspection teams, LEA / other Advisory Body, and Advisers / Inspectors.

OFF-SITE TRIPS POLICY STATEMENT:

The Secondary Behaviour Support Service recognizes that learning experiences gained outside the school can complement and enhance classroom instruction and can provide a supplementary means for accomplishing both general and specific curriculum objectives. All off-site trips and activities are subject to the regulations and procedures of this policy.

At all stages of a school trip, from inception to its conclusion, safety factors will be given paramount consideration. All trips are considered, only in line with the spirit of our equal opportunities policy.

AIMS AND OBJECTIVES:

1. To promote the personal and social development of pupils by helping them to:
 - Learn together out of class, on a school trip or activity.
 - Grow in awareness of their own personal and physical strengths and weaknesses, and the strengths and weaknesses of others.
 - Work both independently and co-operatively.
 - Communicate and share with others.
 - Gain in confidence and self-reliance.

2. To develop academic understanding and improve performance through:
 - Extending their areas of experience.
 - Fieldwork linked to subject-matter.
 - Enquiry, observation, recording, and the practical resolution of problems.
 - Practising skills acquired in the classroom.
 - Reviewing, recording, and communicating ideas and experiences.

3. To foster responsible attitudes to the environment and the local community by providing opportunities for pupils to:
 - Examine, observe, live, and work in different settings.
 - Discover the effects of people on the environment
 - Appreciate the beauty of the natural world.
 - Come into close aspects of culture and history, both locally and further afield.

4. To encourage independent participation on outdoor pursuits and other activities by:
 - Introducing pupils to new experiences and activities.
 - Learning and developing practical skills.
 - Gaining competence in the use of equipment.
 - Acquiring skills in planning and organising.
 - Developing self-confidence.

PRELIMINARY PLANNING:

Early planning for an off-site trip is essential. The head teacher/management team is kept informed throughout the planning stages of any visit by the Educational Off-site trip coordinator. The Educational Off-site trip coordinator approves all visits and activities taking place off the school site.

The educational opportunities of the visit or activity will be obtained, and all information about the proposed visit collated by the Educational visits coordinator before a request is submitted to the Head teacher/management team. All visits are logged onto the EVOLVE website.

One or more meetings of all those involved are held to formalise the Specific duties, and the names of the pupils for whom each person is responsible, are identified. Throughout the planning stage, a checklist of jobs to be done and a record of those completed are overseen by the Educational Off-site Trip coordinator.

Outdoor activity centres must be licensed under the provision of the “Activity centres (young persons safety act 1995) and the associated “Adventure activities licensing regulation 1996”. The contractual implications of using any outside bodies must be identified and confirmed in writing.

The Secondary Behaviour Support Service regards it important that children/parents/staff each receive a dedicated information sheet for any full day or more visits, other than those that occur as part of weekly sporting activities.

THE PARENT/CHILD INFORMATION:

- Introduction
- Itinerary
- Emergency contacts
- Staffing/group details
- Personal items
- Code of conduct
- Insurance details
- Finance arrangement
- Spending money

THE STAFF INFORMATION:

- Introduction
- Itinerary
- Emergency contacts/crisis line
- Emergency pack details
- Mobile/telephone numbers
- Personal items
- Code of conduct
- Insurance details
- Finance arrangements
- Spending Money
- Personal items to take
- Medical history of group
- Medication details

The Secondary Behaviour Support Service is intent on safety; therefore an emergency pack is taken on all trips and activities. The pack must contain the following:

- Head Teachers/Management teams telephone numbers
- Crisis line telephone number
- Clear emergency procedures
- Accident book/SO2 forms

INSURANCE FOR TRIPS:

It is the duty of the group leader to ensure that ALL trips, of whatever duration, are adequately insured.

Trips organised by a third party (a travel or bus company, for instance) usually have an in-built insurance policy. It should be ascertained whether the L.E.A/ other advisory body insures any child against personal accident or it is the responsibility of parents. All parties are provided with precise details of the insurance policy, so that there is no doubt about the cover and, in particular, what eventualities fall outside such cover.

PRELIMINARY VISITS:

For an educational visit or activity, the leader of the group makes an exploratory visit. This is to acquire knowledge at first hand:

- That the venue is suitable
- That the venue can cater for the needs of pupils and staff
- To assess potential areas and levels of risk, completing
- A Risk Assessment Action plan to be given to the Head Teacher/Management team
- To become familiar with the area before taking the pupils
- To obtain information concerning staff qualifications and licences
- To ensure the Centre is licensed in accordance with “Activity Centres (young person’s safety) Act 1995.

In the cases where the dangers of an area are well known to the local specialist staff, a preliminary visit is not always necessary.

If it is not possible to make a preliminary visit, every endeavour is made to acquire information about the area before the visit. The Secondary Behaviour Support Service contacts another school, which has already visited that area, for that purpose.

FINANCIAL ARRANGEMENTS:

Financial arrangements should include:

- The school office Administrator keeps official and separate accounts for all costs and payments
- The school administrator keeps records of all payments by individual pupils
- Visits payments are staggered. A payment card records such payments
- All monies are deposited in the School Fund Visits Accounts
- Visits are cancelled if less than thirty per cent of the pupils pay the full contribution
- The Head Teacher/Management team signs any cheques issued for any payment in connection with school visits
- Maximum security of money and other valuable documents is essential at all times

Costs itemised for a visit are:

- Travel
- Entrance fees for staff, voluntary helpers and pupils
- Hire of equipment(for activities)
- Insurance
- Preliminary visits
- Extra staffing/supply cover
- Meals
- Materials
- Spending money

The 1988 Education reform Act created rules regarding charges for school visits. A visit must be free of charge if it takes place during school hours or if it

is out of school hours but part of the National Curriculum. You may, however, seek voluntary contributions.

LIASION WITH PARENTS:

It is imperative that parents are given full and complete written details regarding the organisation and administration of a visit to include:

- Activities and venues, including any special risk inherent in the activities undertaken
- Specialist equipment and/or clothing necessary for activities
- Code of conduct expected of the children
- Packed meals requirements
- Teachers/leaders, their experience and expertise
- Total cost and methods of payment
- Insurance cover including medical cover and exemptions

Near the date of the Educational visit, a meeting is held for all parents, their children, the staff, and any voluntary helpers. A parent consent form should be completed for students.

STAFFING REQUIREMENTS:

The Head Teacher/Management team has over all responsibility for the planning and arrangements of any day or residential visits. If a Qualified member of staff wishes to take a group of pupils out of school, responsibility for the planning and arrangements will be delegated to that teacher. However, that person should be prepared to accept all reasonable/legal responsibility for the well-being and safety of the pupils at all times.

It is desirable that, on any visit by a party consisting of boys and girls, there are accompanying staff and or voluntary helpers of both genders. The Secondary Behaviour Support Service checks voluntary helpers that they are not barred from working with pupils through the L.E.A or other Advisory Body.

STAFF QUALIFICATIONS:

The Secondary Behaviour Support Service does not permit staff to assume responsibility for any activity that they are not qualified suitably, e.g. water sports.

FIRST AID:

On any educational visit, at least one member of the supervisory staff will be a full and competent First Aider, holding a valid first-aid certificate and carrying appropriate first-aid kit. The Secondary Behaviour Support Service takes advantage of the LA or other Advisory Bodies facilities for obtaining first-aid qualifications.

LIFE-SAVING QUALIFICATIONS:

When swimming, water play, or water based activities are envisaged, the Leisure Centre staff holding the relevant RLSS qualification supervises the activity. There is a pupil/teacher ratio of at least 1:3.5 pupils.

TRANSPORT:

The Secondary Behaviour Support Services policy states that coaches, mini-buses and taxis must comply with the current requirements on seat belts. All

seats should be forward facing and seat restraints should comply with legal requirements. The drivers should be suitably qualified and experienced. Supervision on coaches and mini-buses should consist of the following:

- At least two members of staff should supervise the pupils getting on and off the coach, taxi or mini-bus. One outside and one inside the transport.
- Check numbers on outward and return journeys
- Do not let pupils sit on the first two seats facing the front window or next to the emergency exit
- Pupils must wear their seatbelts throughout the journey
- When leaving the transport check for lost property and litter
- At least one member of staff should have a mobile telephone with them
- Contact details of the Secondary Behaviour Support Service should be handed to the driver of the transport

If staff cars are used for transport, they must hold the correct type of insurance (business class). This must be checked by the Head Teacher/Management team, and a copy kept for safety purposes.

ADULT PUPIL RATIO:

At The Secondary Behaviour Support Service, the following adult: pupil ratios are a pre-requisite for any visit to go ahead: 1:3.5 pupils. Members of staff are reminded to avoid any 1:1 situations with pupils that might be open to misinterpretation.

All accompanying staff have a duty of care. Staff should remember that they are legally responsible for the well-being and safety of the pupils at all times. A system of pupil recall is essential with work in an open environment. This system should be simple, understood by all, and practised beforehand. Pupils should never be left alone, but always remain part of a group.

INFORMATION AVAILABLE:

Final details of the Educational Visit are submitted to, and retained by the Head Teacher/Management Team the day before the visit. This is critical if the visit is out of school hours. The group leader and deputy leader hold the same information for the duration of the visit. The information should contain details of:

- Itinerary
- Contact points
- Mobile and telephone numbers
- Staff duties
- Emergency contacts
- Copies of parental consent forms
- Copies of insurance details
- Emergency procedures
- Back up plans

The same procedures apply for any Extra-Curricular Activities.

REPORTING ACCIDENTS:

The standard procedures for reporting accidents are followed, as stated in the Accident Reporting Booklet, including the completion of the relevant pro formas.

UN-OFFICIAL VISITS:

The above guidelines relate only to activities connected to the work of the Secondary Behaviour Support Service. Where a member of staff takes charge of pupils voluntarily on an activity out of school hours, one that is not organised by The Secondary Behaviour Support Service but involves pupils from the school- No responsibility is accepted by the Head Teacher/Management Team or the L.A/other Advisory Body.

EMERGENCIES:

Despite good planning and organisation, emergencies that require immediate response by the leaders, sometimes occur. Whilst still controlling and supervising the rest of the group, leaders should contact the appropriate emergency/rescue services immediately. The Head Teacher/Management Team should be contacted as soon as possible.

The members off staff at The Secondary Behaviour Support Service follow the policy for the critical incidents dealing with a crisis.

EMERGENCY PROCEDURES:

If an accident or other emergency occurs, the group leader should do the following:

1. Assess the situation
2. Safeguard the uninjured members of the group
3. If there are injuries, establish immediately the names of the injured people and the extent of their injuries
4. Attend to the casualty/ies
5. Inform the emergency services, and everyone who needs to know, about the accident
6. Notify the police if necessary
7. Share the problem; advise all other group staff that the accident/emergency procedure is in operation
8. Make sure every member of the group is accounted for
9. Ensure that the injured are accompanied to the hospital
10. Ensure the rest of the group understands what has happened, is adequately supervised and kept together
11. Inform the Secondary Behaviour Support Service and pass on details, including names of casualties, their injuries, action taken, and names of others involved. The Secondary Behaviour Support Service will initiate the policy for dealing with critical incidents if accident/emergency warrants
12. Notify insurers, especially if medical assistance is required
13. Ascertain telephone numbers for future calls

14. As soon as possible write down accurately relevant facts and witness details
15. Preserve any vital evidence
16. Keep a written account of subsequent events, times, and contacts after the incident
17. Complete accident report forms, contacting the L.A./other Advisory Body and HSE, if necessary.
18. No one in the group should speak to the media. Media enquires should be referred to the media contact
19. No one in the group should discuss legal liabilities with other parties.

FURTHER INFORMATION

Useful Documents and resources:

DFES Health & Safety of pupils on Educational visits 1998 circular 11/98

ATL Taking students off-site

HMSO Activity Centres young persons safety act 1995

HMSO Adventure Activities licensing regulation 1996

HSE 5 steps to risk assessment managing health & safety

NAS/UWT Educational visits and journeys

PAT Safety on school trips: a teacher and the law booklet

ROSPA Rospa guide to school trips, part 2(se326)