

Mayfield School



OFF SITE VISITS

Approved by ¹	
Name:	David Batten
Position:	Chair of Governors
Signed:	
Date:	9 th February 2022 / Spring Term 2022

Version Number	Version Description	Date of Revision
1	Original	
2	Removed 24hr emergency arrangements from Governor role. Changed some wording about contracts in Head's role. Clarified national expectation EVCs will arrange staff visits training. Clarified under 18s do not count in supervision ratios even if they have simple supervisory tasks in Volunteer role. New section on safeguarding with clarification on DBS, volunteers, driving and exchange visits. New section explaining Duty of Care clarified re: third parties. New section on overseas and specialist activities. Updated guidance on transport and licences. Appendices removed: Form A, E, example generic risk assessment for All Visits. New appendices: vetting, exchanges, code of conduct, Provider Risk Management Statement Form and Driver Declaration Form.	July 2015
3	Major revisions throughout to halve the content but improve clarity and better signpost to staff to extensive guidance that they should read parts of before ever contemplating running a trip and dip in and out of the rest as the need arises.	December 2018
4	Updated to better reflect good practice in the management of data protection, data sharing and consent issues (section 3.3); and planning visits potentially affected by terrorism (section 10).	September 2019
5	Reviewed at Full GB	March 2021
4	Updated to better reflect good practice in the management of data protection, data sharing, consent, and dispute issues (section 3.3); and planning visits potentially affected by terrorism (section 10). (Blue highlighting)	September 2019
5	Minor updates. Minor wording alterations, updated links, more information on the law under consent, removal of all reference to any guideline ratios of adults to children in line with OEAP National Guidance, 2 starting sentences and a guidance note on outlining emergency procedures. (Green highlighting)	November 2019
6	Links updated	May 2021
7	Updated to include a new section 10.5 on Public Health Emergency Preparedness to describe general expectations when managing visits during a local, national, or international public health situation affecting travel and individuals' behaviour like a severe local pollution event or global pandemic.	September 2021

Contents

1	Introduction.....	1
1.1	Aims	1
1.2	Scope	1
2	Roles and Responsibilities	2
2.1	The employer.....	2
2.2	The Head teacher	2
2.3	The Educational Visits Coordinator	3
2.4	Visit leaders	3
2.5	Assistant visit leaders	3
2.6	Helpers.....	4
2.7	Pupils	4
2.8	Parents or those with parental authority.....	5
3	Visits Procedures	5
3.1	Obtaining approval for Category 1 visits	6
3.2	Communication and consent	8
4	Overseas Visits and Specialist Activities.....	9
5	Induction, Training, Apprenticeship and Succession Planning.....	10
6	Risk Benefit Analysis and Risk Management.....	10
6.1	Our duty of care.....	11
6.2	Effective supervision	11
7	Assessing Facilities and Providers	14
8	Emergency Procedures and Incident Reporting.....	15
8.1	First aid	16
8.2	Accident/incident recording and reporting.....	17
8.3	Critical incident procedures	18
8.4	Public Health Emergency Preparedness.....	19
9	Inclusion	19
10	Insurance	19
11	Finance	20
12	Further Guidance.....	20

1 Introduction

Mayfield School recognises the positive outcomes associated with Learning outside the Classroom (LOTC) and believes that every young person should experience this essential part of learning and personal development, whatever their age, ability or circumstances.

LOTC to be governed by these procedures is defined as: “any occasion where young people engage in activities beyond the boundaries of this setting”.

Our rationale is that such learning often makes the most memorable learning experiences and helps young people make sense of the world by linking feelings and learning. These experiences stay with them into adulthood and affect behaviour, lifestyle and work. They influence their values and the decisions they make and develop an individual’s ability to transfer skills from outside to the classroom and vice versa.

1.1 Aims

When we provide learning outside the classroom, our intended outcomes seek to ensure that our pupils:

1. enjoy participating and reflecting in outdoor activities and adopt a positive attitude to challenge and adventure;
2. are enhancing their overall well-being by gaining personal confidence and developing character and resilience through taking on challenges, experiencing valuable failures, and achieving success;
3. are developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others;
4. are becoming alive to the natural local and global environment and understand the importance of conservation and sustainable development;
5. are acquiring and developing a range of skills in outdoor activities, fieldwork, exploration, journeys and expeditions;
6. are demonstrating increased initiative and innovation, enthusiasm, curiosity, self-reliance, responsibility, perseverance, tenacity and commitment;
7. are developing and extending their key skills of communication, problem-solving, creativity, critical thinking, leadership and co-operation;
8. are learning to appreciate the benefits of physical activity and the lifelong value of participation in healthy leisure activities and reflection;
9. are displaying an increased motivation and appetite for self-directed learning that is contributing to raised levels of attainment in other aspects of their development, as well as becoming concerned, responsible and fulfilled citizens;
10. are broadening their horizons and becoming open to a wider range of employment opportunities and life chances.

Giving young people responsibility for achieving these outcomes helps them to learn from their successes and failures.

1.2 Scope

We have formally adopted the Outdoor Education Advisers’ Panel “*National Guidance*” (NG) available at www.oeapng.info. Links to specific guidance documents on the OEAP website will appear throughout these procedures. These documents are essential to the proper understanding and implementation of our procedures and all employees and volunteers acting on our behalf are expected to refer to them and follow their requirements and recommendations when planning and leading LOTC off site. Hold down ‘control’ on the keyboard and click on any word or phrase underlined in blue text to download the relevant guidance document or to jump to a particular section of these procedures. For this reason, these procedures should never be printed in hard copy and users should only review them on an internet-enabled device with access to the OEAP website.

Any further clarifications of employer expectations which are necessary will be outlined in these procedures or can be sought from Graham Ansell – EVC for KS 3,4 and 5, Carolyn Westnedge – EVC for EYFS, KS1 and 2 or Sam Kidd – Headteacher.

Off site visits are divided into two nationally recognised categories each of which have different procedural requirements outlined in below.

Category 1 visits are broadly defined as day or evening activities that are relatively simple in the complexity of staffing requirements, activities, group needs, and environment. Category 1 visits and their leaders are vetted internally and require approval from Graham Ansell – EVC for KS 3,4 and 5, Carolyn Westnedge – EVC for EYFS, KS1 and 2 as a minimum.

Physical Education, School Sports and Physical Activities (PESSPA) such as curricular swimming, sporting tournaments which are carried out off site and Swimming at St Bees school pool etc. are defined as **Category 1** visits.

Category 2 visits are broadly defined as those which require enhanced planning with event specific risk management to reflect the increased complexity of staff competence requirements, activities, group needs, and challenging environments, and are typically overnight stays and adventurous activities.

This school uses the Cumbria County Council online system “EVOLVE” at www.cumbriaccvisits.org.uk for notification and approval. A key feature of this system is that visits and LOTC activities requiring approval are automatically brought to the attention of Matt Ellis, the advisor at the Local Authority. In addition, we source competent health and safety assistance with this category of visits as necessary from Kym Allan Health and Safety Consultants Ltd. (KAHSC).

Work experience activities as defined in the publication ‘*Work Experience: a guide for secondary schools*’ (DfES 2002) are not governed by these procedures.

2 Roles and Responsibilities

2.1 The employer

Our governing body is the employer and our critical friend, and they are responsible for ensuring:

- they understand their role and responsibilities as set out in OEAP documents
- there is a systematic approach to assessing and approving visit proposals
- there is a systematic approach to performance monitoring and evaluation of the effectiveness of the LOTC we provide, including a performance assessment/review at least annually

Our governing body has delegated the task of approving all visits to Graham Ansell – EVC for KS 3,4 and 5, Carolyn Westnedge – EVC for EYFS, KS1 and 2, **except for** Category 2 visits overseas and Category 2 adventure activities led by our own employees or volunteers when either is being undertaken for the first time ever.

2.2 The Head teacher

The Head teacher: Sam Kidd, is responsible for ensuring that they understand and fulfil their role and responsibilities in law; as a governor

More specifically the Head teacher will take steps to ensure that:

- the general visits principles and arrangements outlined in Checklist 3.3b apply to the LOTC we provide;
- our procedures clearly set out how visits should be planned and managed to address the responsibilities they hold outlined in document 3.4g, for example, expectations of leader competence, employer requirements when choosing contractors, visit evaluation requirements etc.
- all LOTC complies with these procedures and any relevant OEAP good practice guidance
- where charges are made to parents, they comply with our Charging & Remissions Policy Our policy is available to staff and published to parents through the school website

2.3 The Educational Visits Coordinator

Our EVCs, Graham Ansell – EVC for KS 3,4 and 5, Carolyn Westnedge – EVC for EYFS, KS1 and 2 were selected using the criteria outlined in OEAP document

More specifically the EVC will take steps to ensure that:

- the general visits principles and arrangements outlined in Checklist 3.3a apply to the LOTC we provide;
- all LOTC complies with these procedures i.e. by logging into the Evolve online service and reviewing the visits submitted by visit leaders (in line with the Visit/Activity Specific section of Checklist 3.3a), before applying for final approval online from the Head teacher (Category 1 visits), or requesting approval advice online using the Evolve online service and online KAHSC Visits Module (Category 2 visits).
- they champion LOTC and challenge colleagues to use visits effectively to provide a wide range of pupil outcomes, contributing to our overall effectiveness.
- they support/oversee visits planning by providing clarification to visit leaders and by monitoring things like how appropriately teaching assistants and volunteers are being used, the early resolution of specific issues like managing SEND and access issues etc.
- they mentor leaders and aspirant leaders, contribute to assessment of their competence, support their ongoing development and sample monitor their activities to identify any further training needs such as First Aid Training for example.

2.4 Visit leaders

Our leaders are selected using the key requirements and responsibilities criteria outlined in OEAP document

All leaders are expected to have an understanding of and use for reference as necessary the OEAP guidance in sections 4, 6 & 7 of the [OEAP Library](#).

Visit leaders must:

- ensure their activities comply with these procedures i.e. by logging into the online Evolve visits approval website and inputting relevant data: Pupil names, Staff names, as well as uploading an itinerary, a risk assessment for the visit and a separate risk assessment for transport to and from the venue.
- ensure any final amendments like last minute medical updates or attendee changes or additions are given to the EVC via the evolve system with risk assessments resubmitted also with the attendee changes or additions on them also for approval before departure;
- show in their planning appropriate due diligence – a thorough understanding of the needs of the group (e.g behavioural issues, medical conditions, mobility issues, sensory needs etc) and a clear understanding that the overarching duty of care for pupils remains with us, even when responsibility is shared with an activity provider who is leading i.e. clear handovers, briefings to consider stopping an activity at the first appropriate moment if concerned etc.
- evaluate all aspects of a visit, both during and after the event, and contribute to the annual performance assessment/review of LOTC; and
- record and report all accidents and near-miss incidents in accordance with Accident/incident recording and reporting below and RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 2013) i.e. to the appropriate employer.

2.5 Assistant visit leaders

While we have not made it a blanket requirement for all off-site activities, where possible, a visit will have an assistant leader who is sufficiently competent, resourced, and briefed to take over from the visit leader in an emergency.

Our assistant visit leaders are selected using the criteria outlined in OEAP document

Assistant visit leaders must:

- suitably fulfil the *'typical expectations and responsibilities'* outlined in OEAP document 3.4I (as applicable to their activities), and as agreed with the EVC (providing evidence if required).
- be sufficiently involved in planning and preparation for the visit, including contributing to the risk management plans.
- ensure they understand their role and responsibilities and how to work alongside other staff and the visit or activity leader.
- contribute to evaluation of the event.

2.6 Helpers

A helper is an adult who has an agreed role during a visit, but who is not a visit leader, assistant leader, activity leader, or participant. For example, a helper might be an inexperienced member of staff; a parent; or an apprentice, student or trainee.

Any child (aged 15 and under) or young person (aged 16 or 17) in a helping role will be **not** be regarded as a supervisor in the supervision ratio count.

All helpers will be subject to a recruitment and vetting process proportionate to what they are being asked to do. If it involves activity leadership this might include providing evidence of qualifications and undertaking an Enhanced DBS Disclosure for Regulated Activity in line with our expectations of employees.

The minimum requirement is that they are competent and confident in what they are being asked to do, and that they understand our policies and procedures insofar as they affect what we are asking them to do.

Any volunteers – e.g. students taking part in work experience, will NOT be given responsibility for pupils during LOTC. Their role may involve being given a role or task to carry out for example but this WILL NOT involve taking responsibility for the safety of any pupils.

Leaders must ensure that helpers who do not have an Enhanced DBS will **never** be left in sole charge of pupils or asked to carry out sensitive supervision such as giving prompts or physical help to pupils to eat, toilet, dress, wash etc. Arrangements will also ensure that inexperienced helpers will be accompanied by experienced helpers or staff.

Leaders must ensure therefore that helpers will **never** be left in sole charge of pupils or asked to carry out sensitive supervision such as giving prompts or physical help to pupils to eat, toilet, dress, wash etc. Arrangements will also ensure that **volunteers** will be accompanied by experienced staff at all times.

Helpers will be given access to a copy of OEAP document and the leader must ensure they:

- are briefed appropriately about, the pupils (including age, health, capabilities, special needs, safeguarding & behavioural issues) and the nature and location of the activity;
- can report concerns during a visit to the visit leader or assistant leader as soon as possible.
- understand that any role assigning leadership with direct responsibility for their own child is avoided for good practice reasons unless otherwise agreed for sound risk management reasons e.g. the child's age, maturity, or SEND; and
- contribute to the evaluation of the event.

2.7 Pupils

Our Whole School Behaviour Policy and Code of Conduct applies to all off site visits and will be suitably reinforced before every departure and during visits. Sometimes, event specific additions might be made to the Code, but expected conduct, rewards and sanctions will be made clear to everyone involved.

When planning visits leaders will:

- consider SEND, medical, behavioural and other significant risk management issues at the earliest stage of planning and in consultation with the relevant specialists if necessary;

- ensure any pre-conditions placed on a pupil's participation, such as suitable health or behaviour, are in line with our policies and are properly communicated to and agreed with the pupil (where possible), parents and anyone else relevant to decision-making **before** any deposit that is not fully refundable is paid.
- involve young people in the risk management process in ways appropriate to their age, ability and level of understanding e.g; and
- before going on the visit, provide pupils with all the information they would need to be able to complete OEAP document

Any child (aged 15 and under) or young person (aged 16 or 17) in a helping role (see [Section 2.6](#) above) is to be regarded as a pupil in the supervision ratio count and **not** as a supervisor.

2.8 Parents or those with parental authority

In written communications and face-to-face meetings where appropriate, parents can expect us to:

- provide clear information about:
 - what a visit entails so their consent can be properly informed;
 - the time and date of the trip
 - name of the visit leader
- Ask for:
 - A signature with the date to state their agreement for their Son/ Daughter to attend the visit.
 - emergency contact numbers, where an appropriate adult can be contacted 24/7 during the period of the visit. (for visits involving overnight stays)
 - detailed personal information about a pupil to help us manage their wellbeing e.g. sleepwalking, bedwetting, swimming ability, phobias etc. (for visits involving overnight stays)
 - specific consent for a pupil to receive emergency medical treatment, including an anaesthetic or blood transfusion.
 - cooperation in only making indirect contact with their child if there is a home emergency (normally through a nominated Emergency Base Contact's telephone number provided to parents).

Other specific details that need to be provided in writing will also include (where relevant):

- | | |
|--|--|
| • Location(s) where pupils will be collected from and returned to. | • Full range of planned activities. |
| • Mode(s) of transport. | • Clothing and equipment requirements. |
| • Accommodation details. | • Pocket money recommendations. |
| | • Charges, voluntary contributions and cancellation terms. |
| | • Emergency contact details. |

3 Visits Procedures

All visit leaders are expected to plan off-site activities in line with these procedures and the principles in OEAP document

They must also have an understanding of and/or use for reference OEAP guidance documents: 5.2b: Planning Basics for Outdoor Learning, Off Site Visits and Learning Outside the Classroom; 3.2f: AALA Licensing (a good practice outline); 3.2h: Self-organised visits and the package travel regulations (guide to the law and good practice arrangements), 4.1a: Avoiding Accidents and Emergencies (outlines good leadership habits and lessons learned from accidents, with some useful pointers on preventing and managing them), and 4.2b: Residential (a good practice guide), where applicable to their visit.

3.1 Obtaining approval for Category 1 visits

This category of visits and their leaders are vetted internally by our EVC and require final approval from Graham Ansell – EVC for KS 3,4 and 5, Carolyn Westnedge – EVC for EYFS, KS1 and 2

Types of activities we class as Category 1 include:

- regular or one-off activities like swimming in leisure pools open to the general public; visits to shops, swimming pools and leisure centres, churches, museums, parks, other schools, offices, theatres etc. regardless of the presence of water or whether they extend or begin beyond the normal school day.
- walking in parks, other public places or non-remote country paths (<300m above sea level **and** <1km from a road) regardless of the presence of water.
- field studies in environments presenting no technical hazards e.g. pond dipping, river dipping, bug hunting, pedestrian or traffic surveys.
- forest or conservation-based programmes regardless of the presence of water.
- day visits further afield to places like Newcastle, Manchester and Carlisle.
- non-adventure sporting activities **not** involving an overnight stay e.g. athletics, football, cricket,

Visit Leaders must:

1. get approval using the online Evolve service by entering enough detail online (itinary, parental consent letter in the case of visits where a payment is required and learning outcomes and by submitting their Risk assessment(s)
2. **No visit may be made unless the pupil and staff names along with risk assessments, itinery, parental consent letter (in the case of visits where a payment is required) and learning outcomes for the visit have been submitted via the Evolve system.**
3. give parents enough information about the visit for consent to be properly informed using approved letter templates (and offer them the opportunity to give/withdraw their consent, if the visit is outside normal school hours.
4. edit and update their visit on Evolve and re-submit it online as soon as possible if the visit is not approved by the school EVC.
5. Delegate and confirm roles and responsibilities with staff during the trip. These may be reflected in the risk assessment – e.g Staff member Sarah is responsible for student Peter and will ensure that he remains close to her for the trip.
6. collate and distribute as necessary all visit emergency information e.g. medical conditions, behaviour plans, Emergency Action Cards. **no later than 30 minutes** before the group leaves school. This is to allow staff that are unfamiliar with any of the risk assessments, medical conditions, behaviour plans, itinery for the day etc. This includes ensuring any last-minute updates are added online by the EVC.
7. ensure ‘signing out’ and ‘signing in’ of staff from school before and after a visit.
8. evaluate the visit soon after return involving staff, volunteers and pupils as well where.

Obtaining approval for Category 2 visits

This category of visits includes those activities that require detailed planning to reflect challenging environments, locations, higher perceived risk activities etc

Types of activities we class as Category 2 include:

Any overnight stay	Any overseas visit	Abseiling
Any adventurous activity including those led by an external provider	All activities in open country (>300m above sea level and >1km from a road)	All activities on the sea (excluding commercial transport e.g. Ferry, launch)
All air activities (excluding commercial flights)	All coastal activities where the tide is a hazard	Coasteering, coastal scrambling and sea level traversing

All forms of boating (excluding commercial transport e.g. steamer, launch, Thames tour, canal cruise)	Caving, mining & underground exploration (except open public guided tours with no special equipment required)	Extreme / “thrill-seeking” sports e.g. parkour, skateboarding, trampoline park, zorbing, etc.
Camping	Canoeing and kayaking	High level ropes course
Horse riding	Motor sports – all forms	Rafting or improvised rafting
Mountain walking (>600m above sea & >2km from a road)	River/gorge walking or ghyll scrambling	Road cycling, trail cycling or mountain biking
Multi activities (adventurous including those led by an external provider)	Rock climbing (including indoor climbing walls)	Sailing, surfing, windsurfing and kite surfing
Powered safety/rescue crafts	Shooting and archery	Snorkel and aqualung activities
Skiing/snowboarding outdoors, indoors or on artificial slopes	Swimming (except in UK pools open to the public)	Water skiing

Visit Leaders must:

1. get approval in principle at the very outset of planning by either entering enough detail online (via Evolve) and submitting an outline proposal to the EVC and having it returned with a note advising of in-principle approval, or by discussing it directly and receiving verbal approval to begin planning.

No visit arrangements may be made unless the outline proposal adequately addresses timetabling, finance, staffing, cover and provider quality assurance issues, or there is a clear plan to resolve them before any commitments are made.

2. identify benefits and learning outcomes and seek any third-party provider assurances.
3. begin the formal approval process by updating the outline proposal that was returned to them online with the note of in-principle approval (or by creating a new draft visit online if in-principle approval was given verbally) and entering data and uploading supporting information like the letter home, itinerary, kit list, code of conduct etc. as and when it becomes available or confirmed.
4. review generic procedures for managing emergencies and the applicable generic risk assessments considering the activities, locations, and needs of the group, and make visit specific plans.

All category 2 visits require visit specific written risk assessments to be uploaded to the Custom Risk Assessment Tab on the risk assessment page of an online record, and some may also require a specific written emergency plan for the group or an individual.

We expect the competent activity leader to be the named assessor on any risk assessment specifically relevant to an activity they are leading, even when they are not the overall visit leader. For example, our BOF qualified orienteering coach will assess the risks of the orienteering element of the residential because they are specifically competent to in a way the visit leader is not.

In limited circumstances, the EVC may instruct a visit leader that specific written risk assessment of the journeys involved, such as on a day trip to an adventure centre, is **not** required because the journey is simple and directly comparable with journeys undertaken for Category 1 visits where written risk assessment is not required. This is unlikely to ever apply to an overnight or highly equipped visit where the quantity of luggage or equipment carried will raise journey risks unless specially considered and managed.

5. give parents enough information about the visit for consent to be properly informed using approved letter templates and offer them the opportunity to give/withdraw their consent. [If you have blanket consent, they need a chance to withdraw it. If you have no blanket consent, they need to give it].
6. carefully review their final visit proposal (in line with these procedures and relevant parts of OEAP document 3.3e: Visit Leader Check List) and submit it for EVC approval online no later than 10 days prior to the visit. If the visit is returned by the EVC for further action, visit leaders should edit and update the visit and re-submit it online as soon as possible.

7. collate and distribute as necessary all visit emergency information e.g. medical conditions, special needs, behaviour, Emergency Action Cards, panic cards etc. **no later than** 10 days prior to the visit. This includes ensuring any last-minute updates are added online by the EVC or an online Visits Administrator.
8. finalise 'checking out' and 'checking in' procedures for before, during and after a visit.
9. evaluate the visit soon after return involving staff, volunteers and pupils as well where possible

3.2 Communication and consent

We need parental consent to take all pupils off-site before each visit or programme of visits.

Parents receive a consent pack when their Son/Daughter starts at Mayfield school. This asks for parents/carers to provide consent for any visit outside of school grounds that relate to any part of the school curriculum. Where a financial contribution is required from parents or if we take pupils on off-site on visits which extend beyond normal school hours, are adventurous, or are overnight, consent is sought.

Visit leaders may choose to send information home via Class Dojo/ Text/ email describing the visit and ask parents to send their child into school with a rain coat, appropriate footwear or spending money for example. We are sensitive to families with online access issues, or who are unable to use online payment methods and we have alternative and discreet arrangements where we will supply letters with a consent slip and can accept cash and cheques.

We don't need parental consent to take pupils of statutory school age off-site on visits which we use to deliver any element of the national curriculum when it happens entirely within normal school hours. We should still tell parents what we are planning to do because they have a parental right to withdraw their child from school for that particular activity.

We need parental consent to take pupils off-site on visits which extend beyond normal school hours, are adventurous, or are overnight.

Paper or online reply slips re-affirming parental consent are an integral part of providing information to parents about Category 2 trips.

When we seek specific consent confirmation for adventure activities and overnight stays we send home a letter describing the visit with a suitable consent slip on the bottom, (or a more detailed consent form which asks for current personal information like sleepwalking, recent injuries, swim ability etc if required.) for return with payment where applicable.

We don't need parental consent to use personal data, including image or voice recordings when we use it for education purposes. Using the names, images and voices of children in their work and in displays inside school is a fundamental part of their education, personal development and how we celebrate them. Video and photographs taken on school trips are a rich source and this does not affect anyone's statutory rights (as described in our Privacy Notice). Anyone can raise any concern with any member of staff about our use of their or their child's data at any time and we must ensure the rights of the individual are upheld if we've got no good reason to refuse.

We need parental consent to use any video or photos taken on educational visits for other reasons such as marketing or self-promotion in publications and on websites or social media platforms directly managed by us or, with our permission, by others associated with us and this may include pictures that have been drawn by children. For more information please see our Data protection policy

Our school Privacy Notice includes a general recognition that there are times when we do this kind of data sharing. When we know we will need to share personal data with a specific third-party provider like this, we will obtain a copy of, or a link to that provider's Privacy Notice, passing it on to parents and drawing their attention to what it says **before** they sign any consent for their child to take part. This helps us ensure that any trips consent we have is "fully informed". If we don't tell families about this data sharing, we risk failing to ensure their legal rights e.g. the right to object, the right to have information about them corrected etc. and we risk not having fully informed consent for the visit.

To ensure we provide consistently good information, there is a range of approved template letters home on the school server, located in Maydrive. Visit leaders must amend the most appropriate template to

suit their individual visit, but may only use the relevant approved wording when they outline our arrangements for:

- charging, voluntary contributions & cancellation (where pupils change their mind about attending, or become unable to attend through injury/ill-health before departure or are withdrawn by us for failing to meet any agreed pre-conditions, or any other relevant circumstances that we know are not insured;
- insurance
- When there is any kind of dispute about who is responsible for providing parental consent we will follow DfE Guidance Document: Understanding and dealing with issues relating to parental responsibility (Sep 2018 and we will comply fully with any court orders in effect. Where parents cannot agree, we might ask the parties in dispute to seek independent legal advice about obtaining a court order setting out exactly what decisions each parent can make in respect of the child (a Specific Issue or Prohibited Steps Order as appropriate).

Vetting and Safeguarding

All leaders are expected to have an understanding of and use for reference OEAP documents: 4.3e: Safeguarding (guide to good practice safeguarding arrangements), and 3.2g: Vetting and Disclosure and Barring Service (DBS) Checks (detailed guidance on deciding what vetting process needs to apply when people who do not already work in regulated activity accompany visits, most commonly volunteers, activity providers, and exchange hosts) when planning visits.

They should seek to identify and address vetting requirements at the earliest opportunity. Where there is any doubt whether an individual requires an Enhanced Disclosure for Regulated Activity (commonly known as an Enhanced DBS with Barred List check), the EVCs Graham Ansell – EVC for KS 3,4 and 5, Carolyn Westnedge – EVC for EYFS, KS1 and 2 will make the final decision in consultation with the Designated Safeguarding Lead (DSL) as necessary.

In any instance, any individual that works with students from Mayfield School will have undergone an Enhanced DBS check.

Any safeguarding concerns which arise during a visit must be reported to the DSL (or deputy DSL) at the earliest opportunity and we will ensure that the visit leader has appropriate 24/7 contact details for them. The visit leader must also have the appropriate local police and be able to obtain any relevant social care referral information in case a pupil is in immediate danger away from their home authority.

Visit leaders should also consider how appropriate it is to involve an un-vetted third party like a hotelier with incidents such as lost pupils. The school telephone number or the visit leader's trip mobile number may be more appropriate.

Careful consideration also needs to be given to whether the visit leader's trip mobile number should be provided to parents in case of emergency. If the group is caught up in a major incident, worried parents using the number might inadvertently put pupils in danger or stop the visit leader being able to seek help for the group. Normally a separate phone number will be provided to parents/ carers in case of emergency. The EVC will advise.

4 Overseas Visits and Specialist Activities

Some visits include activities with special and significant health and safety, or financial risks and they require careful consideration at the planning stage and throughout.

Leaders are expected to have an understanding of and use for reference the guidance in section 7 of the OEAP Library and document 3.2h: Visits and the Package Travel Regulations where relevant to the visit they are planning. Often, the need will depend on how significant location specific hazards are i.e. a visit to a park to feed ducks is unlikely to need an in-depth understanding of OEAP document 7i: Group Safety at Water Margins, but a complex river study in a challenging environment will.

Such activities might include (list includes links to the numbered OEAP guidance):

7a: Adventure activities

7b: Duke of Edinburgh Award expeditions

7c: Collaborative Provision	7d: Using OEAP Outdoor Learning Cards
7h: Field studies	7g: Farm visits
7m: Heritage visits	7i: Group Safety at Water Margins
7o: Natural water bathing	7n: Museums and Galleries
7t: Provider-led study and sports tours	7l: Camping
7x Swimming pools	
7z: Visitor attractions	
3.2h: Visits and the Package Travel Regulations	

5 Induction, Training, Apprenticeship and Succession Planning

The minimum expectations we have of all leaders is that they are accountable, confident and competent in line with OEAP guidance 3.2d: Approval of Leaders, so we follow an appropriate recruitment process which includes vetting (see Vetting and Safeguarding above), assessment and induction.

Specialist activity leaders (For example, the leader at the Whitehaven Harbour Youth Project) who we are responsible for under our Employer’s Liability Insurance are required to provide evidence of their competence to lead such activities upon request - e.g. a suitable qualification or training certificate, a log book or summary of at least 12 of their most recent relevant activities. Advice must be sought from our competent health & safety advisors – e.g. Kym Allan where necessary.

Staff that are new to us or the role we are asking them to fill will be expected to meet with their EVC – Graham Ansell – EVC for KS 3,4 and 5, Carolyn Westnedge – EVC for EYFS, KS1 and 2 to discuss their planned visit, pupils and staff that are attending, itinerary and risk assessments for the visit and for transport prior to submission for approval via the Evolve system.

Our EVC will undertake the nationally recognised OEAP EVC course and attend regular refresher training every 3 years. We are also committed to investing in the continuing professional development of our staff wherever we can: First aid training, administration of medication training – e.g. Buccal Midazolam, Moving and handling training, forest schools qualifications, D of E, Summer ML Award.

6 Risk Benefit Analysis and Risk Management

Leaders are expected to have an understanding of and use for reference OEAP documents, 4.3c: Risk management - an overview; 4.3f: Risk management - some practical advice; 4.3g: Risk management - what to record and how, on risk assessment and how to do it effectively and proportionately when planning visits.

New or inexperienced leaders will receive adequate induction, training and mentoring in visit procedures and especially our risk management expectations.

We expect them to involve all accompanying staff, and young people where appropriate, in the planning and preparation of visits, including risk assessment.

The only absolute requirement of risk assessment is that it must be suitable and sufficient. The format used should be that which is typically found on those on the school server currently and the generic risk assessments that can be found on the Evolve website. KAHSC generic risk assessment templates can also be found at www.kymallanhsc.co.uk

When planning Category 1 visits, visit leaders are always expected to carry out a specific written risk assessment for these visits, regardless of experience or role within school.

It is understood that dynamic risk assessment as events unfold will at times be required to keep people safe. To ensure they are properly prepared, leaders must review our generic procedures for managing emergencies. Once the appropriate risk assessment is chosen the visit leader must then adapt and edit

this risk assessment to reflect the pupils attending the visit and their needs as well as the names of staff attending with first aid trained staff highlighted, location, date etc.

When planning Category 2 visits, leaders must review our generic procedures for managing emergencies and select the applicable generic risk assessment templates as per a Category 1 visit. It is recommended that visit leaders consider the activities, locations, and needs of the group, to make the generic risk assessment specific to that visit.

All category 2 visits then require for these risk assessments to be uploaded via the Evolve system for approval by the school EVC, Headteacher and the nominated Advisor in Cumbria.

In limited circumstances, the EVC may instruct a visit leader that specific written risk assessment of the journeys involved, such as on a day trip to an adventure centre, is **not** required because the journey is simple and directly comparable with journeys undertaken for Category 1 visits where written risk assessment is not generally required. This is unlikely to ever apply to an overnight or highly equipped visit where the quantity of luggage or equipment carried will raise journey risks unless specially considered and managed.

6.1 Our duty of care

We expect all staff and, to a limited extent volunteers, to understand the key elements around our duty of care to pupils outlined in OEAP document 3.2a: Underpinning Legal Framework and Duty of Care as follows.

The staff, volunteers and third parties we engage to work for or with us have a legal duty to take *reasonable* care to avoid acts or omissions which could *reasonably* be foreseen to cause injury to anyone for whom they should *reasonably* have regard.

The legal expectations for the different standards of care are:

- non-specialist/non-professional adult (that of a 'reasonable person' - traditionally referred to as what "the man on the Clapham omnibus" would do e.g. a parent helper with no relevant professional skills).
- adult with expertise/specialist knowledge (that of a 'reasonable professional' - a higher standard than that of the 'reasonable person' e.g. staff or a parent helper with a relevant professional skill e.g. teacher, youth worker, childminder, social worker, instructor).
- employers ('in so far as is reasonably practicable' - the balance of cost against the benefits of putting controls in place and deciding what people do in our name - the highest standard held by governors).

This is why a leader's understanding of our duty, the due diligence (reasonable investigation) required in selecting third party providers, and what to include in their briefings to helpers and third parties are so important.

We understand that because we work with children, who the law sees as vulnerable due to their age and inexperience, our duty of care is non-delegable. This means that if a pupil suffers injury or loss due to the negligence of a third party we engaged, and that third party has insufficient insurance to pay a claim for damages, our insurers could become liable.

We expect leaders to carry out adequate due diligence when engaging third party providers to deliver activities with clear handover procedures agreed.

All staff and to some extent volunteers must ensure third parties who are leading activities "take reasonable care" too. For this reason, pupils will not be handed over to the care of a third party without an accompanying member of school staff or helper unless there is a very good reason which has been adequately explained to those with parental authority and agreed to by responsible all parties.

6.2 Effective supervision

Leaders are expected to have an understanding of and use for reference OEAP documents, 4.2a: Group management and supervision (outlining good practice guidance on arrangements for direct, indirect and remote supervision) and 4.3b: Ratios and effective supervision (which explains what to consider when deciding what an adequate supervision ratio of competent adults to pupils might be) when planning visits.

The only legal requirement around supervision on off-site visits relates to visits which include pupils in Year One and the Early Years and Foundation Stage (aged 5 and under) who must be accompanied off-site by a qualified Paediatric First Aider.

We acknowledge that there is no such thing as a definitive ratio for a specified age group undertaking a particular activity off site and we expect leaders to make decisions based on their risk assessment.

Our best practice expectation for supervision on all visits is that there will be two competent adults, one of who will be an employee, to suit the gender of participating pupils i.e. a male and a female adult when boys and girls will be present.

The bullet points below are taken from the following Cumbria County Council Local Authority Guidance document:

CCC Outdoor and Experiential Learning and Educational Visits Policy 2018-2019

Effective supervision should be determined by risk assessment by proper consideration of:

- Staff competence.
- Nature of the activity
- Needs of the group; age (including the developmental age) gender issues,
- Ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc), moving and handling requirements.
- Nature and location of the activity, including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- Distance from base

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years.

Where single sex supervision only is available for a mixed sex group, this may be acceptable, but **must** be specifically drawn to the attention of those with parental authority in case they have any objection.

There may also be circumstances when a leader is:

- lone working with pupils e.g. Prism Arts which is held at another school,
- indirectly supervising them e.g Inter-schools Table Cricket tournament.

We expect this to be very carefully planned in light of possible emergencies and how pupils will manage them, using only experienced and trusted organisations who demonstrate to us that they have reasonable measures in place to safeguard our pupils when we are not with them.

Generic risk assessment templates that we might recommend our leaders use to help them plan the risk management of their visits may have guideline supervision ratios on them, but they are only ever **“starting points for consideration”**. We do not endorse a generic numbers approach to the safe supervision of educational visits and guidelines will only apply where the activity is relatively straightforward, and the group has no special requirements.

Leaders should be able to use the SAGE framework to explain their supervision decisions and, particularly for Category 2 visits, consideration of the following should feature clearly in their written visit specific risk assessment:

- **Staffing:** Who is needed/available?
- **Activities to be undertaken:** What do you want the group to do and what is possible?
- **Group characteristics:** How does prior experiences, abilities, behaviour and maturity, gender, any specific or medical/dietary needs affect plans?
- **Environment:** How do environmental conditions affect plans, and have we considered journeys too?

Any guideline ratios must be used with professional prudence.

Transport

Anyone making transport arrangements for our visits is expected to have an understanding of and use for reference OEAP documents 4.5a: Transport general considerations (good practice guidance on making any kind of transport arrangements), and 4.5d: Seat belts and child restraints (a guide to the law on providing the appropriate child restraints).

Drivers cannot supervise pupils and drive. If the age, maturity, behaviour, special or medical needs mean they need active supervision during a journey, another responsible adult must accompany the driver.

Hired road transport with a driver

We have a list of appropriately licensed operators of coaches, small buses, minibuses and taxis who have demonstrated to us that they meet our requirements in line with relevant parts of OEAP guide 4.5e: Hiring a coach (guidance on how to select a licensed UK operator to provide transport by road, the questions to ask and the evidence to see). All such transport will be arranged with them.

Before we use a new operator for the first time Tracey Teasdale will get sufficient assurances from them, in line with 4.5e, to add them to our list.

Driving minibuses

Anyone making arrangements for us to drive pupils in minibuses, whether we own, hire or borrow them, is also expected to have an understanding of and use for reference Driving school minibuses advice: schools and local authorities (DfE advice on when employees with a car driving licence may drive a minibus and when a Section 19 Permit might be required), and OEAP document 4.5b: Transport in minibuses (guidance on who can/can't drive a minibus on school business and good practice when managing and driving them, including outside the UK), and KAHSC Safety Series G11: Driving and Managing Minibuses (good practice guidance on owning and using minibuses which includes important forms which assist us in approving drivers and carrying out checks) when they plan journeys.

When staff volunteer to drive a minibus on school business they must take part in Cumbria County Council Minibus training and assessment. Our minibus drivers must have passed the assessment element of the training before they are allowed to drive a minibus on school business.

Anyone who arranges minibus transport, where our staff or volunteers drive, must ensure they understand the licensing implications when drivers passed their car driving test **after 1 January 1997**. Only drivers licensed **before** that date will have Category D1 (not for hire or reward), licensing them to drive a minibus of any weight and tow a trailer on UK roads. Drivers licensed **after** that date will not have Category D1, so they are not licensed to drive a minibus at all on UK roads that weighs over a maximum of 3.5 tonnes (or 4.25 tonnes if they are adapted for disabled access).

To be able to legally drive a minibus on UK roads, drivers without D1 on their licence, must display a valid Section 19 Permit in the windscreen of the vehicle they are driving. They are restricted to driving minibuses weighing a maximum of 3.5 tonnes (or 4.25 tonnes if they are adapted for disabled access) and may never tow a trailer.

No charges will be made, or voluntary contributions requested for any journey involving self-driven minibuses or for anything in connection with the minibus journeys i.e. the activity at the end of it, unless a valid Section 19 Permit is displayed in the windscreen of the vehicle used.

We need one Section 19 Permit for every minibus we drive at the same time. We own 2 permits and they are kept in the school office. They are valid for 5 years and it is the responsibility of Tracey Teasdale to renew them when they become due. This involves completing the PSV372 form and following the instructions on applying in Cumbria here or for any part of the UK here and paying any administration fee.

A Section 19 Permit is not valid outside the UK which means that only drivers with a full Category D1 on their licence (without the 101 which signifies 'not for hire or reward') can drive a minibus on school business abroad. All other drivers are restricted to driving Category B vehicles such as people carriers or multi-purpose vehicles (MPVs) abroad.

Transferring and securing wheelchairs and their users onto minibuses:

Where it is not possible to move a wheelchair user from their wheelchair onto a seat on a minibus then the wheel chair and their user must be transferred onto the minibus using the lift at the rear of the vehicle. The wheelchair user and their wheelchair must then be secured onto the minibus using the clamps that the school provides. These are kept in the filing cabinet at the school reception. Any staff that secure wheelchairs onto the minibus using the clamps must have received guidance on how to do this correctly. The minibus driver is responsible for the safe and correct transfer of wheelchair users onto a minibus. The minibus driver is also responsible for securing wheelchairs and their users onto minibuses:

A demonstration of the correct methods and guidance can only be provided by Stephen Chambers, Gavin Bound or Estelle Gilley.

Securing wheelchairs and their users onto minibuses must adhere to the manufacturers instructions which can be found here: (Ctrl + click to follow link)

Unwin OR01 User Operating Instructions Manual (Page 9 of 16) | Manuals Lib

Transport in private vehicles

Anyone making arrangements for us to transport pupils on visits in privately owned vehicles is also expected to have an understanding of and use for reference OEAP document 4.5c: Transport in private cars (good practice guide to the arrangements and checks required) when planning journeys.

All drivers, whether staff or volunteers, are required to undergo the same process to be approved to drive pupils in their own vehicles. Each driver must complete a Driving Declaration Form which can be provided by Tracey Teasdale, provide evidence of insurance, and consent to online checks being carried out on their driving licence for motoring convictions, and their vehicle tax & MOT status where relevant.

Drivers who are our own employees are required to have the class of business use motor insurance for their vehicle which allows them to carry pupils on school business. They are reminded at least annually of their responsibility to have this insurance and to advise us of any motoring convictions, medical conditions or medicines they are taking (as they arise) if they might affect their approval to drive.

Drivers who are volunteers are asked at least annually to refresh their Driving Declaration to reflect their continued understanding of their responsibilities, their current insurance renewal date, and consent to another set of online checks as required. If volunteers will drive pupils regularly, we instruct them to advise their insurance company of the regularity and to ensure their provider does not consider this volunteering requires business use and that their current cover is enough.

We understand that when we organise transport using parent or other volunteer helpers then the activity could be classed as regulated in any one of two ways:

- a). If the helper is alone in the car with pupils then there is arguably an element of supervision, and so this meets the activity definition.
- b). Driving a vehicle being used solely to transport young people under an agreement with the school also meets the activity definition.

The deciding factor is whether the same helper transports pupils 'frequently' or 'intensively'. If they do then this is regulated activity (see Vetting and Safeguarding above for requirements), if they don't then it is not. Those organising this kind of transport need to be aware of any vetting required at the earliest stage of planning.

When parents make private transport arrangements between themselves, those journeys will not be considered as being taken on our behalf and they will not fall under the scope of these procedures.

7 Assessing Facilities and Providers

Leaders planning to use an external facility or provider are expected to have an understanding of and use for reference OEAP documents 4.4h: Using external providers and facilities (outlines the difference between a facility and a provider and the research required to select appropriate ones); 4.4f: Assessing an

adventure activity provider check list (a checklist for visit leaders to use to assess their potential adventure provider); and 6a: FAQs: Asking for a provider's risk assessments (which explains why risk assessments are rarely a helpful measure of provider quality assurance).

A single venue could be either a facility or a provider depending on what it's being used for. The local football stadium will be a facility when pupils are taken there to watch a match. The local football stadium will be a provider when pupils are taken there to have a professional coaching session with the hometown team. The difference is the control the third party has over what pupils do. At the match there is passive control by the stadium through barriers, signs, and stewards etc., but school staff have full active control over everything the group does. At the coaching session there is active control by the stadium who take complete charge of delivering a coaching session while school staff have passive control through the pastoral support they offer from the sidelines.

When selecting a third-party provider, leaders must look for suitable quality assurance markers like accreditations with relevant professional bodies. Adventure Activity providers must hold an AALA licence when they offer certain activities to children who are not accompanied by their own parents. For details and to check a provider's licence details go to: www.hse.gov.uk/aala. Providers that hold a Quality Badge and/or an AALA licence (if required) do not need to provide further assurances about the safety or quality of their provision. Only if the specific needs of the group or visit are particularly complex should there be further investigation of an accredited provider. For details of the Quality Badge scheme and to check a provider's accreditation status go to: lotcqualitybadge.org.uk.

If a provider does not hold a suitable accreditation which covers all aspects of their provision, leaders must use other means of gaining assurances about their operation. Using the OEAP 8q: Provider Statement Form is an effective way of doing so. Leaders should first look for a pre-prepared 'Provider Statement', sometimes called a 'Management Statement of Competence' or a 'Risk Management Summary'. If the provider has one and it addresses all the points in the form, they must not be asked to complete the form.

We do **not** expect leaders to ask a provider for copies of their risk assessments because they are unlikely to be qualified to understand, assess and, if necessary, challenge them. Instead they are expected to look or ask for information that will help them run a safe and successful visit.

It is not necessary to look for such accreditation or assurances from facilities that are open to the general public and where no arrangements are made for them to provide activities or supervision, but they must still be assessed as suitable for the needs of the visit.

While websites, review forums and smart communications make it easier than ever before to gather information about facilities and providers, reliability can be questionable and there is no substitute for a preliminary visit, so we are committed to enabling staff to make them where necessary and possible.

If the leader is unable to answer yes to all the questions in checklist 4.4f in the section "Do you need to carry out a pre-visit to the provider?" they must discuss with the EVC whether they should. This cost may need to be built into the overall visit budget. Where a preliminary visit is not reasonably practicable, the leader should give special consideration as to how they will gather enough information to make an adequate assessment of their risk management and other issues.

8 Emergency Procedures and Incident Reporting

Leaders are expected to put in place an adequate 'Plan B' for every visit in case something reasonably foreseeable goes wrong with the original plan e.g. the venue is unexpectedly shut, the weather turns, the car park becomes inaccessible, travel restrictions are introduced etc.

Leaders planning any visit which might be significantly affected by a terrorism-related incident are expected to read Terrorism Considerations when planning Educational Visits and plan accordingly.

Even if the risks of direct involvement in a terrorism-related incident are judged especially low, consideration must be given to how the knock-on effects of an incident elsewhere might end up directly

affecting the group such as cancelled public transport, closed roads or stations, shut venues, very lengthy transport delays and security checks etc.

8.1 First aid

Leaders are expected to understand and use for reference OEAP document 4.4b: First aid when they plan provision for trips. It outlines the law and provides good practice guidance on making risk-based decisions about the first aid arrangements that might be needed. Where relevant, they should also make use of the St John's Advice: Practical First Aid in a Terrorism Incident instruction manual.

Decisions about first aid must be based on the leader's risk assessment and, for Category 1 visits, be recorded in the online Activity Details section or in their online note to the EVC when they submit it for approval, **or** for Category 2 visits, be recorded on at least one written risk assessment uploaded online. Because it might be important in a claim for compensation that we provided "suitable first aid", the name and qualification of our first aiders accompanying a trip must be included.

Basic first aid support must always be available from either our own qualified adults or from the facility or provider. In some of the lowest risk circumstances the need might be satisfied by proximity to a local hospital or an urgent care/walk-in/minor injuries unit and the EVC will advise.

When visits include pupils in Year One or the Early Years and Foundation Stage (children aged 5 and under) they must be accompanied off-site by a qualified Paediatric First Aider.

When visits include outdoor adventure activities led by our own employees or volunteers, the adventure activity leader will have a current and suitable first aid qualification, usually the 16 hours outdoor first aid course. When adventure activities are led by a provider, we expect leaders to see or receive assurances that there is adequate first aid available from the provider.

When visits include Duke of Edinburgh's Award participants, our DofE Coordinator/Supervisor: Graham Ansell is responsible for ensuring that participants have the required first aid competence as detailed in the current DofE Expedition Guide.

It is a legal requirement that all public service vehicles, including our school minibuses, carry a first aid kit. It is the responsibility of Gavin Bound to carry out the periodic vehicle maintenance checks which includes all on-board equipment. It is the visit leader's responsibility to check that the on-board first aid kit is present and correct before departure. If a vehicle's kit is used on a trip, it is the visit leader's responsibility to arrange for the kit to be re-stocked as soon as possible on return.

A class first aid kit can be taken on an off-site visit **by that class only** but it must be returned immediately to where it is sited within its classroom upon return to school. Only the groups own class first aid kit can be taken.

Supporting pupils with medical conditions

Leaders are expected to have an understanding of and use for reference our policy on Supporting Pupils with Medical Conditions – on website and OEAP documents: 4.4d: Medication (good practice guide to managing medicines and medical needs off-site); 6o: FAQs: Recognising and managing anaphylaxis (the emergency action summary from the full Department of Health: Guidance on the use of adrenaline auto-injectors in schools); and; Department of Health: Guidance on the use of emergency salbutamol inhalers in schools (particularly the emergency action summary) where relevant, in taking account of medical needs in their visits planning.

Leaders must make themselves aware of how a pupil's medical condition or medical needs might impact on their participation in off-site activities (primarily through development of their Individual Healthcare Plan (IHCP)). Leaders are responsible for ensuring their visit meets our equality and inclusion duties and that any reasonable adjustments necessary have been or will be made.

Leaders must also make themselves aware of the medical conditions or medical needs of all accompanying adults if they might have a significant effect on visit or contingency planning. Adults must be able to provide information on a need-to-know basis only with a reasonable expectation of confidentiality.

A pupil will only be excluded from an activity if the Head teacher considers, based on the available evidence, that no reasonable adjustment can make it safe for them, or when evidence from a clinician, like a GP or consultant states that an activity is not possible for a pupil.

The leader's risk assessment will need to specially consider planning arrangements and controls to support pupils with medical needs. Most of that work will have already been done in the IHCP which is a risk assessment, and it may need updating in light of planned activities and be taken on the visit and/or uploaded to the online record.

Leaders must also take with them any forms or templates they need to manage or record the use of medicines i.e. the range of appendices available in our 'Supporting Pupils... Policy' such as general or individual administration records, the asthma/AAI registers etc.

Pupils who need emergency medicines like a salbutamol inhaler, or an Adrenalin Auto-Injector (AAI) will always carry one discreetly on their person (if competent to), if not then appropriately trained staff will carry one. Leaders must ensure that they know whether they have parental consent to administer our school-owned inhaler or AAI to a pupil instead of, or as well as, their own prescribed medicine.

AAIs and other urgent care medicines like anti-histamines or paracetamol are never to be regarded as part of a first aid kit and should not normally be kept inside one, but for security and accessibility reasons they may need to be carried in travel kits while out on excursions and all accompanying adults must be suitably briefed about this on a need-to-know basis.

When arranging visits overseas, we expect leaders to consult www.nhs.uk/common-health-questions/medicines/can-i-take-my-medicine-abroad **at least three months before the planned departure**. By then, leaders must know whether anyone in the group needs to carry a syringe device; a UK controlled drug e.g. methamphetamine derivatives like Ritalin; or a drug that is controlled/illegal in the destination country or countries travelled through. This is because special travel documents may be required and can take time to arrange. In some circumstances, doctors may need to be asked to prescribe an alternative drug for the visit. When pupils will travel with a controlled drug, leaders must follow up the NHS advice by referring to www.gov.uk/travelling-controlled-drugs, to include consulting with the relevant embassies and making suitable arrangements when a drug is controlled over there.

If there will be a pupil on the visit whose, life, health or education will become at significant risk if their medicine is lost, ruined by poor storage, or destroyed, there needs to be a proportionate plan to replace it as urgently as necessary. Leaders must know how to do this if they are overseas.

Leaders needing specific guidance about individual pupils regarding first aid or medical arrangements should consult the EVC / Head teacher/ Head of Department before seeking visit approval.

8.2 Accident/incident recording and reporting

Leaders are expected to apply the general good practice leadership principles in OEAP document 4.1a: Avoiding Accidents and Emergencies (outlines good leadership habits and lessons learned from accidents, with some useful pointers on preventing and managing them).

If a pupil or adult that we have a responsibility for is injured on a visit, it must be recorded in the accident book of the responsible employer, where there is one. At a hotel or any other place where people work, it would be reportable to them as a member of the public injured in their workplace. Depending on the need for hospital treatment or the severity of the injury, they would be responsible for reporting the injury at their workplace to the HSE under RIDDOR. It must also be properly recorded back at school. If there is no other responsible employer because it did not happen at someone else's workplace, we must record it and we will be responsible for reporting a RIDDOR event to the HSE.

Leaders must follow our accident and incident recording procedures while away using an appropriate form to capture enough detail to make a proper report back at school. If the incident was serious this might include obtaining witness statements, taking photographs etc. to help us explain what has happened to parents and to provide useful evidence in case of a claim for compensation.

Detailed guidance on accident recording, reporting and investigation is available in KAHSC Safety Series G03: Accident Reporting & Investigation and our own Accident and Incident Recording and Reporting Procedures in the schools Health and Safety Policy, here: [Policies | Mayfield School](#).

Accident reporting must be carried out using the CPOMS online incident reporting system.

8.3 Critical incident procedures

Read or look at all 14 OEAP documents on handling emergencies in section 4.1 of the OEAP library and decide if you want to use their template Action Cards. The following is just a list of hyperlinks to each OEAP document with a description of what it is for that you might want to copy and paste into relevant

3.1b: The establishment's role and guidance for leaders (outlines what a critical incident might be and the plans and support that the establishment must or are advised to ensure are in place);

Visit Leader Emergency Action Card (Word version - an instruction and prompt card with useful telephone numbers for the visit leader having the emergency);

First Contact Emergency Action Card - amendable version (Word version - an instruction and prompt card for the Emergency Base Contact (EBC) person's first contact with the leader having the emergency, with questions they must ask and useful telephone numbers);

4.1b: Emergencies and Critical Incidents – An Overview (outlines the 4 distinct types of emergency, how they might need to be managed, and the training on and testing of the procedures that should be carried out);

4.1f/8.1f: Establishment Management Emergency Action Card / 4.1n: Establishment Management Emergency Action Card - amendable version (pdf and Word versions of the same document - an instruction and prompt card for the EBC or senior manager called on to manage the incident, with useful telephone numbers);

4.1g/8.1g: Employer Senior Manager Critical Incident Action Card (an instruction and prompt card for the senior manager called on to coordinate management of the incident, with useful telephone numbers – in the smallest schools this person might be the same senior manager who is managing the incident and who was also the EBC first alerted);

4.1i: Emergencies and Critical Incidents – An Overview (outlines the 4 distinct types of emergency, how they might need to be managed, and the training on and testing of the procedures that should be carried out);

4.1j: Off-Site Visit Emergencies: The Role of School Governors (outlines the support and challenge governors need to provide before, during and after incident);

As the employer, governors have the ultimate responsibility when things go wrong and every individual that holds a designated role in the management of visits or visit leadership is expected to read, understand and seek any clarification they need about managing emergencies before any visit plans are finalised.

The most likely visits-related emergencies we might experience are:

1) A child has an Epileptic seizure. In this instance the guidance which accompanies each child and their medication will be followed by the staff which accompany the child. 2 of the staff which are accompanying the child on the visit must have received have received training in the administration of medication.

2) A child goes into crisis. If this happens then the staff accompanying them will follow the instructions on the child's SARM plan. All staff that accompany the child must be familiar with any training that is relevant to managing that child's behaviour that is leading up to and during a crisis, for example Team Teach.

Our basic emergency planning for all visits involves following the instructions on the OEAP National guidance document – Visit Leader Emergency Action Card which must be carried by all visit leaders on all visits.

8.4 Public Health Emergency Preparedness

During a pandemic or similarly wide-ranging local, national, or international public health situation, we will use our judgement and government guidance in effect at the time to work out how to deliver learning outside the classroom effectively and safely.

Leaders will where relevant, be expected to consider:

- What the risks of the public health situation are and whether they have identified any individuals at particular risk and planned for them appropriately
- How they can reduce or eliminate risks effectively
- The potential impact of following local or national restrictions or sudden changes to them
- Whether adequate insurance is still in place, whether new exclusions or terms apply, and how to ensure parental consent remains properly informed in emergent situations.
- How to obtain adequate assurances about measures in place with providers and facilities to protect public health and find out what is expected from groups
- Whether an affected visit would also impact significantly on the safe running of the school afterwards e.g., if key staff must then self-isolate during a pandemic
- How to ensure record keeping supports public health action like contact tracing

At times this might mean a leader will need to do additional written risk assessment and those who are unsure should seek advice from the EVC.

9 Inclusion

Read OEAP documents: 3.2e: Inclusion (a guide to the law, our inclusion duties and good practice); 4.4i: Special Educational Needs and Disabilities (a guide to the law, our duty not to disadvantage pupils with SEND and good practice); 6l: FAQs: Transgender young people and visits (a guide to sensitive planning); and 6m: FAQs: Young people in a sexual relationship (outlines the considerations and good practice).

Outline your expectations of leaders when they consider inclusion issues in their visits planning.

For example:

Leaders are expected to plan activities in line with our Equality, Inclusion, and Behaviour policies, here: Policies | Mayfield School. and the inclusion principles outlined in OEAP documents 3.2e: Inclusion and 4.4i: Special Educational Needs and Disabilities. They need to take all reasonable steps to include all pupils with no pupil being directly or indirectly discriminated against.

Where necessary, advice must be sought from EVCs or the Head teacher.

Any pre-conditions on suitable health or behaviour that could affect a pupil's participation in a visit (because they lack fitness or become excluded) must be adequately explained at the very outset to pupils, parents, and anyone else involved in decision-making or providing relevant support for the pupil, especially if parents will suffer financial loss if their child is withdrawn from a trip. There must adequate record keeping to facilitate an open and fair decision with a clear review process in agreed stages. The final decision on whether a pupil participates in a visit rests with the Head teacher.

In considering how some pupils may need to be accommodated, leaders should also refer to OEAP documents 6l: FAQs: Transgender young people and visits (a guide to sensitive planning); 6m: FAQs: Young people in a sexual relationship (outlines the considerations and good practice) and follow relevant recommendations.

10 Insurance

Read OEAP document 4.4c: Insurance (a guide to insurance requirements and options).

Outline your expectations of leaders when they consider insurance issues in their visits planning. Include a summary of your own insurance arrangements or links to your policy terms and schedule so they understand the extent and limitations of cover and can appropriately advise parents.

For example:

Leaders are expected to understand and use for reference OEAP document 4.4c: Insurance (a guide to insurance requirements and options) to ensure they understand what kinds of insurance cover could or needs to apply to their plans. They must also ensure they understand the extent and limitations of cover our existing insurance policies provide.

When the terms of any insurance policy will materially affect pupils and parents, we will draw their attention to them and advise about any significant gaps for example, when personal belongings or personal accident not covered (because there was no negligent party). The minimum information we will provide about our cover on request is the Schedule of Insurance (which values personal injuries and often sets other claim limits) and any exclusions and limitations. This is so that parents can make an informed choice about purchasing their own additional insurance cover.

When leaders choose a third-party provider to deliver activities where there is a real risk of a pupil sustaining a life-changing injury, such as during adventure activities or thrill-seeking sports, we require a minimum of £5m in Public Liability Insurance (PLI) cover. Leaders must see evidence of the cover that will apply during the visit, such as the certificate stating the amounts of cover and renewal date or a broker's Letter of Insurance Cover Confirmation. Providers that hold a LOtC Quality Badge publish their PLI limit and expiry date on the register at lotcqualitybadge.org.uk/search. If the policy expires before the date of the visit, the leader must look for or ask to see the current evidence when it becomes available.

If we fail to secure enough PLI from a provider to cover the costs associated with an injury that a pupil suffers due to the provider's negligence, our insurance may be held liable if it was reasonable that we should have sought better cover. (case law *Woodland v Essex CC 2013*).

11 Finance

Leaders are expected to understand their role in providing best value and avoiding any significant visit deficit or surplus as well as in implementing our Charging and Remissions Policy. Policies | Mayfield School.

We have template letters with approved wording which outline what parents must be told in different circumstances about any charges being made, remission offered, funding that can be applied for, or voluntary contributions requested.

Any payment terms, financial conditions or financial commitments will be explained to parents before we seek their consent so that it is fully informed.

Leaders are expected to cost visits carefully to ensure there is no significant surplus or deficit, but to also plan any necessary contingency funding where it is simple, predictable and will arise under circumstances outside of our direct control. For example, an activity on the Wednesday of the residential will cost £X. If the weather is wet the alternative activity will cost £2X. The visit leader should budget for the wet weather activity.

Visit leaders will be given access to enough contingency funding through insurance arrangements, or school debit or credit arrangements in the case of minor disasters like missed transport connections or lost tickets.

Surplus visit funds will be disposed of as decided by the Head teacher in line with normal financial regulatory procedures i.e. returned to parents or retained and accounted for future visits. Visit Leaders are encouraged to plan small 'upgrades' into the latter part of a trip where a surplus is expected. This is where a leader will have 2 alternative plans based purely on cost e.g. meal option 1 or meal option 2. Otherwise Leaders who realise as the trip is ending that they have a surplus should spend it on the attendees e.g. a snack break paid for by the trip funds rather than out of pupils' pockets as originally planned. This is a relatively fair way to distribute any small surplus.

12 Further Guidance

OEAP

All other relevant OEAP documents in sections 6 and 7 of the OEAP library that are not already specifically referenced above.

Ofsted good practice guides

Available in section 4 of the OEAP library:

4.6a: Good Practice - Neston High School

How the school secures high attainment and levels of progress through a well-integrated curriculum with a broad programme of LOTC.

4.6b: Good Practice St John's RC Primary School

How this primary school regularly uses LOTC on its own site, in its local area and on visits and trips to provide rich experiences, promote safety, raise expectations and attainment for all, and narrow the achievement gap across the broad curriculum.

4.6c: Good Practice Lavington Park Federation

A journey of discovery at two small federated schools as they use the outdoors to improve learning provision and pupil engagement with pupil, focusing on the strategies to improve geography and other subjects as part of an integrated approach to the curriculum.

4.6d: Good Practice - Netherfield Primary School

How a primary school makes effective use of resources and space to provide children with outstanding indoor and outdoor learning experiences.

4.6e: Good Practice - Farley Nursery School

How a nursery plans imaginative outdoor activities to develop children's problem-solving, reasoning and numeracy skills, focussing on how using outdoor spaces helps to explore and cement concepts such as distance and height, which are more limited indoors.

4.6f: Good Practice - Victoria Park School (primary)

A review of the extent and range of learning outside the classroom in the natural environment (LINE) activities and their impact on staff and students.

4.6g: Good Practice - Curledge Street Academy (primary)

A review of the extent and range of learning outside the classroom in the natural environment (LINE) activities and their impact on staff and students.