



KNIGHTSBRIDGE SCHOOL

Learning Outside the Classroom, Educational Visits and Off - Site Activities Policy

This policy applies to the whole school, including the EYFS. It is available via the school website and, on request, in writing from the school office. This policy should be read in conjunction with the Health and Safety Policy, First-Aid Policy, Supervision of Young People Policy, the Behaviour Policy and any relevant associated policies that deal with health and safety issues.

The EYFS have an additional policy statement entitled 'Educational Visits for EYFS Children' and guidance for staff conducting risk assessments for EYFS outings.

1 Legal Status

- 1.1 The school complies with the Regulatory Requirements, Part 3, Paragraph 12 of the Education (Independent School Standards) (England) Regulations 2010
- Health and Safety Department of Education (DfE) advice on legal duties and powers for Local Authorities, Head Teachers, Staff and Governing Bodies (DfE July 2011)
 - Health and Safety Executive (HSE) School Trips and Outdoor Learning Activities – Tackling the Health and Safety Myths (HSE July 2011)
- 1.2 This policy replaces the guidance given in *Health and Safety: Responsibilities and Powers (2001)* and *Health and Safety of Pupils on Educational Visits (HASPEV 1998)*.

2 Related Documents

- Action to be taken by the Group Leader in the event of a serious accident
 - Learning Outside the Classroom Manual
 - Behaviour Management on Outdoor and Off-site Activities
 - Behaviour Discipline and Sanctions Policy
 - The Mission Statement
 - The Every Child Matters Agenda
 - Equal Opportunities
 - Critical Incident/Crisis Management
 - Health and Safety policies
 - The Staff Handbook
 - Other related policies together with EYFS.
- 2.1 The school concurs with the vision of Learning Outside the Classroom (LOtC) as expressed on the website of the Council for LOtC: "We believe that every young person should

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experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstance.”

- 2.2 The school complies with the Education (Independent School Standards) (England) Regulations 2003, which state that:
- Independent schools must draw up and implement effectively a written policy to safeguard and promote the health and safety of pupils on activities outside the school;
 - The policy must have regard to *Health and Safety of Pupils on Educational Visits (HASPEV)*.
- 2.3 However, *Health and Safety for Learners Outside the Classroom (HASLOC)* and material on the LOtC website has now replaced *HASPEV*.
- 2.4 HASLOC and the operational material at www.lotc.org.uk relate to other guidance and replaces:
- *HASPEV: A Good Practice Guide 1998*
 - *Standards for LEAs in Overseeing Educational Visits 2002*
 - *Standards for Adventure 2002*
 - *A Handbook for Group Leaders 2002*
- 2.5 Knightsbridge School ensures that it follows both the Department for Children, Schools and Families (DCSF) and Health and Safety at Work guidance and regulations concerning activities that take place off school premises along with the Health and Safety Direct Schools Off-Site Activities and Visits Manual. The School has a designated Educational Visits Coordinator (EVC/LOTCC) (Learning Outside the Classroom Coordinator) who has a job description.
- 2.6 Educational trips and visits must be organised in accordance with the school’s ‘Off Site Procedures’. In fulfilment of all responsibilities and duties, Knightsbridge School implements the guidance and regulations as stated in *Health and Safety; Responsibility and Powers* and the DCSF 3 part supplement to *Health and Safety of Pupils on Educational Visits: A Good Practice Guide*
- *Standards for LEAs in Overseeing Educational Visits 2002*
 - *Standards for Adventure 2002*
 - *A Handbook for Group Leaders 2002*
- 2.7 Learning outside the classroom includes:
- The school’s grounds – though not when used for PE or Games;
 - The local environment;
 - Places farther afield;
 - Residential venues.

3 Introduction

- 3.1 Children can derive a great deal of educational benefit from taking part in visits with the School. In particular, they have the opportunity to undergo experiences that may not be

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available in the classroom setting.

3.2 Visits can help to children to develop:

- investigative skills;
- independence skills;
- planning and reviewing skills;
- social skills;
- relationships;
- knowledge of the world around them;
- knowledge of environmental issues;
- site-specific knowledge.

3.3 Educational visits can take many forms including:

- day and residential visits;
- outdoor education including adventurous activities ;
- cultural and sporting activities away from the school site;
- individual visits by children as part of their curriculum;

3.4 We offer our children a broad and balanced curriculum that promotes their spiritual, moral, social, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life.

3.5 We seek to deliver an appropriate curriculum to all children, regardless of social background, race, gender or differences in ability. All children are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in school, providing that their inclusion is practical, considering the restraints of staffing, cost and time.

3.6 All visits should have clear, relevant and achievable aims and objectives, supporting our practices and policies, and allowing our children and staff to interact less formally than usual, thus improving child/staff relationships.

3.7 Health and safety responsibilities derive from the Health and Safety at Work Act 1974 and associated regulations. The Proprietor and Head have a duty to ensure, as far as is reasonably practicable, the health, safety and welfare of children and staff in school and on off-site visits.

4 Aims

4.1 Knightsbridge School aims to provide trips that are:

- Of genuine educational benefit;
- Safe and appropriate for the children under our care;
- Properly researched and prepared;
- Enjoyable and purposeful.

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5 Objectives

5.1 To give our children the opportunity to:

- Use and apply their knowledge and understanding outdoors, in a different and often more stimulating environment;
- Focus on specific environments, from geography trails to problems solving and team challenges, to develop their organisational, team working and leadership skills;
- Develop awareness and understanding of environmental and sustainability issues, through fieldwork studies;
- Raise their awareness and understanding of the wider safety issues through opportunities to become involved in risk assessment and risk management;
- Learn new skills;
- Reinforce existing skills and knowledge by putting theory into practice and through interaction with others;
- Enjoy the experience and learn from it
- Raise achievement by boosting self esteem and motivation
- Develop key skills
- Develop social education and citizenship;
- Promote education for sustainable development;
- Promote health and fitness and a positive use of leisure.

6 Employer's Health and Safety Duties

6.1 The school ensures, in as far as is reasonably practicable, the health and safety of staff whilst at work. The same applies to those in the staff's charge (because the children are affected by the employer's undertaking). The school retains this responsibility when the children are in the employee's care either in the grounds or off site. The Health and Safety at Work Act 1974 applies.

6.2 The school carries out this legal responsibility by observing the Management of Health and Safety at Work Regulations 1999.

7 Employee's Health and Safety Duties

7.1 The school, whilst retaining the responsibility, delegate statutory task whereby employees:

- assess the risks of activities;
- introduce measures to control those risks;
- tell their employers about these measures;

7.2 Also under health and safety law, as an employee, you must:

- take reasonable care of their own and others' health and safety;
- co-operate with their employees over safety matters;
- carry out activities in accordance with training and instructions from your employer;
- inform the employer of any serious and immediate risks or systemic faults in risk management;

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- 7.3 These duties apply in the course of employment:
- during the normal working day; and
 - when you've agreed to do something for your employer
 - earlier or later than the normal working day; or
 - that takes place outside the term dates (during half term or other holidays).
- 7.4 For learning outside the classroom, these duties apply on the grounds and off site in the United Kingdom. If a member of staff takes a group outside the UK, you will be subject to foreign law. However, you prepare for overseas visits in England – so your assessment of the risks is subject to UK domestic law.

8 Other Duties of Care

- 8.1 All staff in charge of children have a common-law duty of care and must act as any reasonably prudent parent would do in the same circumstances.
- 8.2 However, as a member of staff, there is a higher duty of care if you specialise in a particular activity or if you lead activities involving more danger. See Whitlam, P. (2005) *Case Law in Physical Education and School Sport: A Guide to Good Practice*: BAALPE.
- 8.3 Any malpractice involving risk management must be reported to the school or told to the colleague who has specific risk management duties.
- 8.4 An employee should be concerned about any serious and immediate risk and any systemic shortcomings (Regulation 14 of the *Management of Health and Safety at Work Regulations 1999* applies).
- 8.5 If the employee or employer doubts that risk can be reasonably managed, then the activity does not take place.

9 Curriculum Links

- 9.1 All educational visits and activities support and enrich the work we do in school. A number of people visit Knightsbridge School to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.
- 9.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. Examples of activities include:
- English / Literacy – theatre visits, visits by authors, poets and theatre groups;
 - Science – use of the school grounds, visits to botanical gardens;
 - Mathematics / Numeracy – use of shape and number trails in the local environment;
 - History – castle visits, study of local housing patterns, local museums;
 - Geography – use of the locality for fieldwork, village trails;
 - Art and Design – art gallery visits, use of the locality;
 - PE – range of sporting fixtures, extra-curricular activities, visits by specialist coaches;

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- Music – range of specialist music teaching, extra-curricular activities, local schools' orchestra, concerts for parents to hear;
- Design and Technology – visits to local factories/design centres;
- ICT – its use in local shops/libraries/secondary schools etc;
- Latin
- MFL
- French
- Early Years/Foundation Stage – Syon Park,

9.3 All trips are planned to enhance the curriculum. For further details, please refer to the Educational Visits File on the Working Folder for the Yearly Trip Overview.

10 Organisation

10.1 A programme of visits and activities enriches our curriculum. Within each class's programme, the teachers plan visits and activities that support the children's learning. We give details of these visits and activities to parents in our School Calendar, Weekly Newsletter and Website. We plan other activities as the School year progresses, and inform parents of these in due course.

10.2 For planning and carrying out of an off-site educational visit, the personnel involved should be the EVC (Educational Visits Coordinator), the LOtCC (Learning Outside the Classroom Coordinator) and the teacher who is organising the activity. Staff at Knightsbridge School may be required to take part in visits, or to support colleagues, e.g. providing cover for them.

10.3 Some off-site activities, such as swimming and sport at Burton's Court are a regular part of the timetable and attendance is a normal condition of attending the school. Written permission for other activities that take children off the school site will be required. If we do not receive this written permission, the child will be unable to participate.

10.4 A completed written risk assessment for the visit must be signed off by the teacher leading the visit, the EVC/LOtCC and the Head. An exploratory visit should be made, if practical.

10.5 The potential hazards, which this policy refers to, should not discourage teachers. No amount of planning can guarantee that a visit will be incident free, but good planning and attention to safety measures can reduce the number and severity of accidents. The management of health and safety on visits is a crucial part of the School's overall policy on health and safety, which gives principles, rather than covering every eventuality, leaving it to professional judgement how to apply those principles.

10.6 Educational visits should be organised with consideration being given, when selecting venues and organising transport, to children who have some sensory impairment or physical disability.

11 Parental Consent

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- 11.1 While consent is not a legal requirement, it is the practice of the school to obtain parental consent for most, if not all, learning off site activities. In other words, consent is not a legal requirement but it is the practice of the school to have sought consent.
- 11.2 By seeking consent, we tell parents about an activity and obtain information, which you need about participants. Consent has no legal standing. It is not a waiver. It does not absolve the employer or the employers' staff from their duty of care.
- 11.3 Good practice for seeking parental consent advises that it be sought:
- Activities for which your assessment has shown a significant risk
 - Off site activities that will extend beyond the normal start and finish of the school day
 - All activities timed for a holiday period or during weekends
 - All activities involving remote supervision
 - Any activity where the duty of care will be exercised by contractor's staff on your behalf.
- 11.4 The parents or guardians must be fully informed about the visit in a letter from the project leader (named), which should explain its nature and purpose (including aims and objectives), outline the itinerary, making reference to issues such as working near rivers or roads, and describe how and when children will be supervised, making special reference to any work not directly supervised. The letter should also mention the costs of the visit.
- 11.5 If a parent refuses consent, the project leader should discuss and try to resolve the reason. If agreement cannot be reached, we omit the child from the activity. We arrange for the learning to be delivered in another way.
- 11.6 If a private vehicle is to be used as transport for the children, the Head obtains consent from parents beforehand. Parental consent is also obtained for the carriage of participants in the private vehicle of a supervisor who is not a member of the establishments' staff.
- 11.7 Assurances of a clean driving license, of comprehensive insurance including for business, and of a MoT certificate being in place where appropriate assists the consent process.

12 Planning

- 12.1 As a minimum, two members of staff will be involved in the planning and management of educational visits - usually the EVC/LOtCC and the leader of the visit. Permission from the Head must be obtained.
- 12.2 Where practical, staff should make a preliminary visit to the venue, preferably at the same time of year as the planned visit. This is for safety and educational planning. Staff must ensure that the venue, organisation concerned and the transport company are reliable, legal and safety-conscious (using KS FORM **EVC/LOtCC 1** and KS FORM **EVC/LOtCC 2** as is appropriate)
- 12.3 Pertinent details of the visit (such as time, date, venue, programme details, nature and purpose[s]) will need to be given to those involved. The children will need to be made

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aware of its relation to their learning, and what is expected at the venue in terms of their work and behaviour.

- 12.4 Supervisors need to be advised about their roles and responsibilities – it must not be assumed that adults know what to do and when to act. Participating officials need to know how their contributions are intended to enhance, or complement the children's work in school. The organiser must ensure that everyone involved is aware of contingency plans for inclement weather or unforeseen circumstances, the first aid-facilities, and any emergency telephone numbers, etc.
- 12.5 Work completed by children during or after an educational visit should be displayed as and when appropriate in the School. The Head, or Director of Studies, should be informed of the conduct of the children so that appropriate comments/praise can be made in assemblies. Staff who assisted in any way should be thanked in an appropriate manner. A recount of the trip should be included in the Weekly Newsletter to all parents and in the weekly email to parents of the relevant children.

13 Responsibilities

- 13.1 The policy summarises the key points from the legislation listed below, but it cannot be taken as an authoritative interpretation of the law.
- 13.2 Legal framework:
1. Under Health and Safety at Work legislation, employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off site visits.
 2. These duties apply to all school visits. Teachers and other staff in charge of children also have a common-law duty to act as any reasonably prudent parent would do in the same circumstances.
- 13.3 The Head has responsibility for sanctioning and authorising visits and monitoring and ensuring the following of guidelines stated in this policy and in the DCSF good practice guide 'Health and Safety of Pupils on Educational Visits' (HASPEV) and the 'Standards for LEAs in Overseeing Educational Visits' guidelines (DCSF/0564/2002).
- 13.4 The **Head**, in consultation with the EVC/LOtCC, must ensure that:
- all necessary actions have been completed before the visit begins;
 - the risk assessment has been completed and appropriate safety measures are in place;
 - the project leader has experience in supervising the age group(s) going on the visit and will organise the group effectively;
 - suitably competent instruction is available for the activity and the location/centre where the activity will take place is familiar;
 - the ratio of supervisors to children is appropriate;
 - arrangements have been made for the medical needs and special educational needs the children.

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- 13.5 The **project leader**, in consultation with the EVC/LOtCC, should ensure that:
- adequate first-aid provision will be available;
 - there is a contingency plan for delays including a late return home;
 - the mode of travel is appropriate;
 - they have provided adequate information about the visit to the child's parents/carer;
 - There is adequate and relevant insurance cover;
 - A completed risk assessment form for the visit has been done
 - They have obtained the Head's prior agreement before any off-site visit takes place;
 - The purpose of the educational visit is appropriate to the children's age and level of understanding and forms part of their educational programme;
 - They are familiar with the visit location/centre where the activity will take place;
 - The visit is appropriately insured (see below);
 - They have taken account of relevant health and safety legislation;
 - They review regularly undertaken visits/activities and advise the Head where adjustments may be necessary;
 - The ratio of supervisors to children is appropriate for the needs of the group;
 - They consider stopping or changing the visit if the risk to the health and safety of the children is unacceptable and have in place procedures for such an eventuality.
- 13.6 The leader must ensure that adults taking part in the visit ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.
- 13.7 The project leader should make it clear to children that they must:
- not take unnecessary risks;
 - follow the instructions of staff including those at the venue of the visit;
 - dress and behave sensibly and responsibly.

14 Charging for School Activities

- 14.1 The School is an independent fee-paying school and we do not always make an additional charge. The School charges for certain activities.

15 Insurance

- 15.1 All visits are to be adequately insured. The project leader should ensure that if a third party is being used as part of the activity, forms EVC/LOtCC 1 (day visit) and/or EVC/LOtCC 2 (residential visit) are completed by the providers. It is a requirement that the third party has its own Public and Legal Liability insurance that meets the criteria stated on the EVC/LOtCC forms. Should the venue not have adequate cover, refer to the EVC/LOtCC.

16 Risk Assessment

- 16.1 In order to promote safe practice, the school will need to monitor, and where necessary challenge, the educational objectives that have been stated for a visit. Before the school

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decides to arrange an educational visit, it is good practice to consider what educational objectives it wishes to achieve, and then, how a visit might help to achieve them.

16.2 Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from and should include details of contingency measures – plan B.

16.3 Risk assessment is one part of careful planning.

16.4 *‘The Level of detail in a risk assessment should be proportionate to the risk. Once the risks are assessed, and taken into account, insignificant risks can usually be ignored as can risks arising from routine activities associated with life in general, unless the work activity compounds or significantly alters those risks.’*

(Management of Health and Safety at Work: Approved Code of Practice and Guidance, Health and Safety Commission, Page 6)

16.5 For more complex activities the level of risk can be reduced by using a badged provider. Badged providers hold a Quality Badge from the LOtC Council.

16.6 The Health & Safety Executive has produced a leaflet “5 Steps to Risk Assessment” (www.hse.gov.uk/pubns/indg163.pdf) as a simple guide. It recommends that risk assessments be recorded and reviewed.

16.7 Risk assessment for educational visits can be usefully considered as having three levels:

- **generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place;
- **visit/site specific risk assessments** which will differ from place to place and group to group; and
- **ongoing risk assessments** that take account of, for example, illness of staff or children, changes of weather, availability of preferred activity.

16.8 The project leader, or other adults with responsibility, should reassess risks while the visit is taking place. Ongoing risk assessments normally consist of judgements and decisions made as the need arises. They should be informed by the generic activity risk assessments, the preliminary visits, visit/site specific risk assessments and take account of local expertise on e.g. tides, potential for flooding etc. They are not usually recorded until after the visit and should be reviewed to inform future planning.

16.9 Children who are involved in a visit’s planning and organisation, and who are well prepared, will make decisions that are more informed and be less at risk. The DCSF issued *Safety Education* in 2002. This provides advice on making children risk aware rather than

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risk averse. *Safety Education* explicitly recognises adventurous visits as a useful way of doing this. Any type of educational visit can provide an important medium for education about risk.

16.10

National Curriculum Statement	Examples of Good Practice
Teaching about hazards, risks and risk control	<ul style="list-style-type: none"> • Children understand the hazards of getting lost in an unfamiliar town. They recognize why they have to stay in groups, look out for each other and meet teachers on time. • Children on a ski trip understand the risks and possible consequences to themselves and others in skiing out of control. As a result, they comply with rules about staying together and with instructions given to them by instructors and teachers.
To recognize hazards, assess consequent risks and take steps to control the risks to themselves and others	<ul style="list-style-type: none"> • Children are asked to draw up a set of rules that they can use on a school camp that will keep them safe when moving around tents, using cooking stoves and being hygienic. • Children plan a Duke of Edinburgh's Award Silver Expedition showing route planning that takes into account the ability of every member of the group, sensible escape routes and circumstances in which they would decide to use those escape routes.
To use information to assess the immediate and cumulative risk	<ul style="list-style-type: none"> • On a field studies visit involving a beach survey children are asked to make a risk assessment of the area they will study taking into account the tidal range. They are then asked to say what differences they would have to allow if the tides are spring tides rather than neaps and how a strong onshore wind might affect the wave height and their subsequent area of safe operation.
To manage their environment to ensure the health and safety of themselves and others	<ul style="list-style-type: none"> • A teacher is taking her class of 9 year olds on a walk along a canal bank, which is 100m from the nearest road. The teacher asks them what they would do if they were here as one of a group of three friends and one of them fell into the water. The teacher might ask them to apply what they had learnt in water safety during their swimming lessons. • A group of 10 year olds are on a residential 'team building' course. They are asked to devise a self-imposed 'contract' or 'code of conduct' they will all agree to abide by. It has to cover how they can be honest with each other's performance without being damaging in the way they tell each other, how to support each other in emotional crises (e.g. when a personal 'fear' threshold is reached), how they will use the environment they are in and leave no trace of their passing.
To explain the steps they take to control risks.	<ul style="list-style-type: none"> • Children are able to review an activity, identify what was done well, where improvements could be made or when near accidents may have occurred. They are aware that they know how to ensure that everyone learns and improves from this experience.

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- 16.11 The school ensures that staff are trained in their health and safety responsibilities as employees and that those who are delegated health and safety tasks (such as risk assessment) are competent to carry them out. The school draws up the generic risk assessments. The task may be assigned to an appropriately competent person who has training and experience or knowledge and other qualities appropriate to the task.
- 16.12 The school uses accepted standards of competence, this includes Governing Body Awards (NGB) as benchmarks for acceptable competence in adventure activities. Depending upon the circumstances, a number of alternative ways of proving staff competence may be acceptable. These may include in-house training and assessment approved by a relevant technical adviser. Outdoor education centres should have in place a relevant technical adviser.
- 16.13 The school must ensure that all staff that will lead or supervise a visit are trained.
- 16.14 The school should ensure that specific training for the Head, EVC/LOtCC, other staff and the Proprietor is provided. This may be via a programme of training opportunities made available by external providers, including for NGB, NVQ or other awards.
- 16.15 Training should include First Aid, mini-bus driving, and life saving as appropriate. Training for project leaders should include all aspects of supervision, ongoing risk assessment (including being prepared to stop an activity that has become too hazardous) and how to deal with an emergency. Where necessary, training on support for children's medical and special educational needs will help visits to be inclusive.

17 First Aid Training and Requirements

- 17.1 The legal requirement for first-aid provision, including the presence of a first-aider, for very young children in the Statutory Framework for the Early Years Foundation Stage (DCSF May 2008) at www.teachernet.gov.uk/teachingandlearning/EYFS/ states that "At least one person who has a current paediatric first aid certificate must be on the premises at all times when children are present. There must be at least one person on 'outings' who has a current paediatric first aid certificate. The local authority must approve the first aid training."
- 17.2 Some adventure instructors use first aid provision based on rescue and emergency care in the outdoor environment. This includes looking after casualties for a longer period than is normal in the workplace.

18 Ratios for Learning Outside the Classroom

- 18.1 The required staffing levels will vary depending on the activity, age of participants, group size, location of the visit and the efficient use of resources. The DfES guidance suggests as a general guide for visits to low risk sites; for example, a museum under normal circumstances, staffing ratios might be:
- 1 adult for every 6 pupils in school year 1 - 3 (under 5 year olds would have a higher ratio).

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- 1 adult for every 10 pupils in school year 4 - 6 (8-11years)
- 1 adult for every 12 pupils from year 7 onwards (11-18 years)
- Please note when organising residential visits or visits abroad there should be an absolute minimum of 3 staff; in case a member of staff is injured, taken ill or requires to be accompanied to hospital.

14.2

18.2 Parents and volunteers may be asked to supplement the supervision ratio. They should be carefully selected and ideally, they should be well known to the school. Anyone who has not had a Criminal Records Bureau check should never be left in sole charge of pupils. Teachers, staff and other adult-supervisors should ensure that when ever possible they are not alone with a pupil. This serves as protection for all parties.

18.3 The ratios and supervision strategies outlined should provide adequate supervision, but any strategy needs to be complemented by a clear knowledge of the quality of those supervisors, volunteers and other responsible adults.

19 The Need for a Higher Level of Supervision

19.1 Aside from the generic advice given on ratios within this section, the Visit Risk Assessment (having given due regard to the visit venue, its environment, the Project leader's and Supervisor's qualifications, competencies and experience, as well as those of the group itself), should identify a suitable Staff Group member ratio.

19.2 The number of staff should be increased if:

- It is found that the environment or location of the visit site or activity presents particular hazards; e.g. poor visibility, poor security or prevailing physical hazards.
- It is known that a group's, or an individual group member's behaviour or needs (education, physical or medical), requires particular management. This could mean a ratio as low as 1:1 in some circumstances with additional staff not being tied into other agreed staffing ratios.
- Teachers/Youth Leaders are inexperienced and are accompanying the group as part of an 'apprenticeship' to gather experience; this may mean them not being included in calculated staff ratios.

20 Crossing Roads

20.1 This is undoubtedly one of the more dangerous activities that Project leaders and supervisors will manage. Technically, within the UK only the police, traffic wardens and officially designated crossing patrols have the right under law to control traffic. It is therefore important that there is a clear and agreed procedure that can be applied to reduce the risks. If possible, there should be three Supervisors present if crossing a group across a main road.

20.2 The following control measures may be used:

- Where possible pre-visit the location; map out the intended walk route, so as to avoid the need to cross busy roads as far as is practicable.

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- Where crossing a road is unavoidable, a safe crossing site must be chosen; where visibility is good in both directions (at least 100 metres) and there is a suitable collection point on both sides of the road; an area off the road preferably a pavement area.
- Gather the group on the inside of the pavement area at least one metre from the kerb.
- A wave of group members in controlled numbers crossing the road is recommended over the "crocodile approach" as the actual crossing takes the same time as for one person walking alone.
- Decide on a manageable number of pupils/young people that can cross in a controlled line, line them up parallel to the kerb.
- One Group Supervisor should be positioned over the road before crossing the group. The group should approach the roadside on a suitable signal or command.
- The supervisors confer and agree when the crossing is possible and the group cross using vigilance.
- If there are three Supervisors present, one should remain in control of the group at the set off point, one should remain at the collection point and one should cross the road with the group. Where there are two Supervisors, one supervisor should walk the group half way across the road to be met by the other supervisor who will continue walking the group to the collection point. The first supervisor will return to the remainder of the group at the set off point.
- Great emphasis must be placed on crossing roads and understanding traffic direction when abroad.

21 Supporting Inclusion (disabilities, special educational needs, medical conditions)

- 21.1 The School makes reasonable adjustments to include would be participants who have a disability. Practical measures should be in place to include children and young people with special educational needs or medical conditions where that is possible. They should have, where possible, the same learning opportunities as the others in the group. However, the activity can be adjusted for individual participants' needs. The risk assessment can show such enabling measures.

22 Special Educational Needs and Disability

- 22.1 The school's EVC/LOtCC and outdoor education adviser should check that all reasonably practicable efforts have been made during the course of risk assessment to include disabled children in educational visits; and to include those disabled children who wish to take part in educational visits out of school hours. This will usually entail discussion with the pupil, parents, project leader and other supervisors, the manager of the venue to be visited, the tour operator etc.
- 22.2 One to one supervision may suffice in the classroom or during less complex activities outside the classroom. However, this may not be enough during activities that are more complex.
- 22.3 Two to one supervision may be advisable when, for example, a participant has a history of

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wandering or otherwise leaving the area of supervision. An adult assigned to the supervision or care of one particular participant should not be included in the ratio for the group as a whole.

- 22.4 If a member of staff is looking after a child in the classroom, on a one to one basis, the member of staff should express their opinion as to what ratio of supervision will be needed for learning outside the classroom.
- 22.5 This will usually entail discussion with the pupil, parents, project leader and other supervisors, the manager of the venue to be visited, the tour operator etc.
- 22.6 HASLOC firmly believes in children with special educational needs being taken on visits and believes that they should be involved in such activities. Current regulation and best practice bring educational visits into scope of disability legislation. From September 2002, changes to the Disability Discrimination Act (1995) place new duties on schools not to discriminate against disabled children for reasons relating to their disabilities.
- 22.7 The DCSF has published a 6-page summary of the guidance, entitled *Accessible Schools: Summary Guidance*. This was sent to schools and is available from the Department's publication centre.

23 Exploratory Visits

- 23.1 *Health and Safety of Children on Education Visits* (1998) states: "An exploratory visit should be made by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them." It is good practice for the teacher or other member of school staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning.

24 Residential Activities

- 24.1 Children may have the opportunity to take part in a residential visit. There is normally an additional charge. These residential visits enable children to take part in outdoor, adventure and other activities. Specialist activity instructors are appropriately qualified.

25 Visitors/Guests

- 25.1 At times visitors contribute to our School. We follow guidelines.
- Visitors should be given advanced notice of the composition of the audience/target group and an idea of how their contribution fits into the topic being taught.
 - To inform the visitor of the requirements of a group it is advisable for the group to prepare questions in advance and forward them to the visitor. This will make the experience more relevant and facilitate planning.
 - The Head should be informed of the date and name of the visitor, their host and the purpose of their visit.
 - Welcome the visitor and inform the Head of their arrival.

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- Visitors should be thanked, both verbally and in writing, and treated well at all times.

26 Criteria for Selecting Tour Operators

- 26.1 The EVC/LOtCC requires a copy of the tour operator's safety management system. The safety management system must define how the tour operator manages safety for the component parts of the visit and show how they are diligent in checking the safety of hotels and transport.
- 26.2 The tour operator must provide details of independent checks made by appropriate external organisations on their safety management system.
- 26.3 Staff have a common-law duty of care to follow the advice of their **EVC/LOtCC** as instructed by the Head.
- 26.4 The Head must ensure, in consultation with the **EVC/LOtCC** and Proprietor, that the accreditation or verification of providers (that is tour operators or Activity Centres) meet the necessary health and safety along with duty of care criteria including external accreditation or verification.
- 26.5 It is our policy to travel only with a company or use an activity centre that has an external verified management system. Visit www.teachernet.gov.uk/visits for further information.
- 26.6 When children take part in off-site activities using a third party such as a tour company, or an activity centre operated by a LACS or commercial operator then Forms **EVC/LOtCC 1** and or **EVC/LOtCC 2** are to be completed, prior to the Head confirming that the activity may take place. The checklist for school outings found in the Health and Safety Handbook should be completed to ensure that nothing is forgotten.
- 26.7 During school day trips or off-site activities, the school provides numbers of staff and parents appropriate to the children and the activity. Parents (subject to enhanced CRB clearance) are always welcome to join where appropriate.
- 26.8 All documents should be available for parents to see via the EVC/LOtCC.
- 26.9 Outings organised involving Knightsbridge School children can be arranged only with the permission of the Head, which should be sought in advance. In cases of doubt, consult with the Head first!
- 26.10 When planning to use an external provider, the school uses those who have obtained the 'Learning Outside the Classroom Quality Badge'. This is awarded to providers who have pledged to engage in an ongoing process to sustain high-quality learning outside the classroom and who have demonstrated that they meet the following six quality indicators.
The provider:
1. has a process in place to assist users to plan the learning experience effectively
 2. provides accurate information about its offer
 3. provides activities, experience and resources that meet the learner needs

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4. reviews the experience and acts on feedback
5. meets the needs of users
6. has safety management process in place to manage risk effectively.

26.11 If a provider holds a Quality Badge, they should be trusted to keep to health and safety law. There is no need to assess them further. See www.lotc.org.uk to check if the provider is relevant for your activity.

27 Adventure Activities Licence

27.1 A specialist should usually lead an adventure activity, unless a teacher has specific experience of expertise. The Adventure Activities Licensing Authority (www.aals.org.uk) inspects and licenses well over 1,000 adventure specialists for the Government.

27.2 Licensable activities include:

- caving (including mines, potholes)
- climbing (including traversing, scrambling, some abseiling)
- trekking (including some pony trekking and some mountain biking)
- water sports (including canoeing, rafting, or sailing on sea or tidal or larger non-placid waters)

27.3 Anyone who trades activities to groups of under 18s are required to have a license. This includes local authority centres when they make provision to pupils in educational establishments, for a fee or for free.

28 Farms

28.1 There should be adequate trained adult supervision in order to ensure that children behave appropriately and wash their hands after touching an animal.

29 Activity in Natural Waters

29.1 As a project leader, be aware of water's potential hazards. You should very carefully assess the benefits of activity in water against the significant risks. Strong swimmers can get into difficulties. Immersion in cold water can be lethal. You should never allow impromptu bathing. Have the courage to be seen as a killjoy. Any water activity must be carefully prepared and carefully managed.

29.2 You should also take particular care in preparing for any activity:

- near natural waters such as rivers, lakes or the sea, where any - accidental entry into the water may require an understanding of rescue techniques
- in winter conditions
- on or near cliffs or steep terrain
- in an area subject to extremes of weather or environmental changes (for example, variations in water flow or level)

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30 School Minibus or People Carrier with nine seats or more, inclusive of the driver

- 30.1 Knightsbridge School and its minibus drivers meet the obligations as stated in the Transport Act 1985 Section 19 Minibus and public Service Vehicles Judicial Review: Outcome on the 11th November 1999. *Each driver is required to have a Passenger Carrying Vehicle Licence (PCV). A D1 Class of Licence for vehicles registered for up to sixteen passenger seats (even if some have been removed), a D Class Licence if more. The School does not use trailers or allow any passenger not to wear a seat belt.*
- 30.2 Our minibuses are tested in accordance with law by the Vehicle Inspectorate and satisfy the criteria for use as a public service vehicle. They have regular safety checks. The School has a *Public Service Vehicle Operator's Licence (PSV)*, and has a restricted licence for up to two minibuses each registered for up to 16 passengers. The School would need to upgrade its licence to run bigger buses.

31 Emergency Procedures

- 31.1 The school should develop emergency procedures, including those in the immediacy of an incident, in consultation with teachers, the Proprietor and relevant agencies. The procedures, with telephone numbers for use in emergency, throughout the visit, by those on visit and those in school, should be clearly outlined in written guidelines for educational visits. The school has in place, on each occasion that children are away overnight a named school contact.
- 31.2 The written guidelines should contain an immediate action checklist for use by the project leader in emergency, the Head and the Proprietor. Procedures should be reviewed regularly with the help of people from all agencies involved in any incident.
- 31.3 The written guidelines should emphasise the importance of good communication with parents before, during and after a visit. The school should provide guidance and support for staff needing to communicate with parents.
- 31.4 It is good practice to maintain appropriate public liability insurance cover. The school should make a statement of what insurance cover it provides (including personal accident) and what is optional for parents. The means by which insurance cover is obtained, and claims made, should be made known. Guidance could stress that compensation after the event is no substitute for prevention by careful risk management. Details of insurance are provided to parents as and when necessary.
- 31.5 Advice to staff faced by a sudden death is to be found in DCSF Guidance Annex 2 of the Health and Safety Folder. It should carry practical guidance on meeting Criminal Investigation Department (CID) Officers, on coping with media attention, and on the sympathetic treatment of distraught families, children and other staff.
- 31.6 Counselling services, media liaison (press office) and communications systems personnel should be made available to draw the onus of response away from the school.

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32 Investigation of Serious Incidents

- 32.1 Chapter 10 of *HASPEV* gives advice on emergency procedures. When a serious incident has taken place on an educational visit in the UK or abroad, the school will usually undertake its own investigation. This is good practice. A serious incident would include the fatality of a pupil or adult but might also include serious injuries (e.g. those that in the UK are reportable under the Reporting of Injuries, Diseases or Dangerous Occurrence Regulations (RIDDOR) and comparable incidents abroad) and incidents where no serious injury occurred but where the risk of injury was high.
- 32.2 The purpose of the investigation will be to:
- determine the causes of the incident;
 - determine whether there are lessons to be learned;
 - provide information to bereaved parents;
 - exchange information with statutory investigation bodies as required e.g. police, coroner, Health & Safety Executive;
 - manage media enquiries;
 - provide early information to the DCSF (contact the Pupil Health & Safety Team on 020 7925 5536) who will consider the need for national dissemination of lessons learned.

33 Reporting Accidents and Incidents

- 33.1 The school should lay down procedures to use when reporting accidents and near-accidents for monitoring purposes.
- 33.2 The school should establish procedures to ensure and help the statutory reporting of serious accidents and incidents involving violence. These are likely to be in scope of the Reporting of Injuries, Diseases or Dangerous Occurrence Regulations (RIDDOR). Reports are made to HSE directly by the school.

34 Role of the Proprietor

- 34.1 See *HASPEV* paragraphs 19-20. It is good practice for the Proprietor to:
- Ensure that guidance is available (e.g. from the DCSF) to inform the school's policy, practices and procedures relating to the health and safety of children on educational visits. These should include measures to obtain parental consent on a basis of full information, to investigate parental complaints, and to discuss and review procedures including incident and emergency management systems. As necessary the Proprietor may seek specialist advice, though governors should not normally be expected to approve visits;
 - Ensure that the Head and the EVC/LOtCC are supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfil their responsibilities;
 - Ascertain what training is available and relevant;
 - Agree on the types of visit they should be informed about;
 - Ask questions about a visit's educational objectives and how they will be met. Are the

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objectives appropriate to the age and abilities of the pupil group? The Proprietor should challenge the nature of the venture when the educational objectives are not clear or where the means to meet them do not appear to be realistic. It is not expected that the Proprietor should become directly involved in risk assessment and related matters unless they have an appropriate competence. The Proprietor offering professional advice to schools, should be aware that their professional indemnity insurance is unlikely to cover them for unpaid advice;

- Ensure that visits are approved as necessary by the Head before bookings are confirmed;
- Help to ensure that early planning and pre-visits can take place and that the results can be acted upon. Note - many complex or costly ventures require an 18-24 month planning period before departure;
- Ensure that bookings are not completed until external providers have met all the necessary assurances. Also, ensure that specific items in the risk management - for example, overnight security, room and floor plans - are checked prior to departure;
- Ensure that the Head and the EVC/LOTCC have taken all reasonable and practicable measures to include children with special educational needs or medical needs on a visit.

35 Responsibilities of the Head

35.1 In addition to the tasks at paragraphs 21-23 of *HASPEV*, it is good practice for the Head to:

- delegate tasks to the EVC/LOtCC, having regard to the duties of the EVC/LOtCC;
- agree who will approve a visit at school level. It makes sense for the EVC/LOtCC to perform this function and for the Head to countersign. But the Head may entrust the task wholly to the EVC/LOtCC, who will then sign on the Head's behalf;
- consider using the model forms in *HASPEV* that can be adapted for school use. Some of these forms will need adapting where functions are exercised by the EVC/LOtCC rather than by the Head;
- ensure that arrangements are in place for the Proprietor to be made aware of visits so that questions can be asked as necessary;
- ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and be made known to all relevant parties;
- be aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
- ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment;
- ensure that the accreditation or verification of providers has been checked;
- ensure that visits are evaluated to inform the operation of future visits;
- ensure that the EVC/LOtCC keeps him or her informed of the progress of the visit and that this information is relayed to the Proprietor (and to parents as necessary);
- check that the EVC/LOtCC has designated an appropriately competent project leader who will meet the school's criteria. Bear in mind that the school's outdoor education adviser will normally assess a teacher's competence in a specific activity. The EVC/LOtCC will be able to assess a teacher's supervisory ability. The Head should

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make a judgement on a member of staff's competence and suitability to lead a visit. Discipline on an educational visit may, at times, have to be stricter than in the classroom;

- for less routine visits, the Head will need to ensure that the EVC/LOtCC can obtain advice from an appropriate technical adviser as necessary;
- ensure that there is a contingency plan (plan B), covering for example the implications of staff illness and the need to change routes or activities during the visit (see below).
- make time available for the EVC/LOtCC to arrange for the induction and training of staff and volunteers and ensure that staff receive the induction and training that they need before the visit;
- allocate sufficient resources to meet identified training needs, including attendance at courses. INSET sessions relating to educational visits may be organised;
- ensure that visit evaluation is used to inform training needs. Further staff training should be made available where a need is identified;
- arrange for the recording of accidents and the reporting of death or disabling injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits;
- help to ensure that serious incidents, accidents and near-accidents are investigated;
- ensure teachers are made aware of and understand guidance on emergency planning and procedures. Training and briefing sessions must be provided for school staff;
- ensure that the school has emergency procedures in place in case of a major incident on an educational visit. These should be discussed and reviewed by staff. Ensure that children, parents, group supervisors and others are given written details of these procedures;
- ensure that the school contact has the authority to make significant decisions. He or she should be contactable and available for the full duration of the visit 24 hours a day. He or she should be able to respond immediately at the school base to the demands of an emergency and should have a back-up person or number;
- ensure that the EVC/LOtCC briefs the leader and supervisors about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the visit;
- ensure that the EVC/LOtCC impresses upon parents the importance of providing their own contact numbers, more than one, which will enable the parents to be contacted in case of emergency;
- establish a procedure to ensure that parents are informed quickly about incident details through the school contact, rather than through the media or children;
- check that contractors have adequate emergency support procedures, and that these will link to school emergency procedures.

36 Use of Mini-Buses

- 36.1 The driver and all passengers in the school mini bus wear seat belts. Please ensure before driving away that these are securely and correctly fitted. A few minutes before departure could save a life. The driver is legally liable should any children (under age 14) not be wearing a seat belt.

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- 36.2 We require all staff to ensure that all passengers wear belts.
- 36.3 Children should not be free to move around in the bus, and should not be allowed to change positions when the bus is in motion.
- 36.4 No more than one child may occupy any seat.
- 36.5 Avoid having children in the front if possible, particularly in the centre seat.
- 36.6 If any Staff are unhappy about the condition of the mini bus, or there is a mishap, notify the Bursar immediately.
- 36.7 Only drivers listed by the school may drive the minibus.
- 36.8 Our minibuses can be used only for the School and its operation.
- 36.9 Observe laws relating motor vehicles, all of which apply to minibuses.
- 36.10 There is a first-aid kit in every minibus. Please notify the Bursar immediately if any of this equipment is either missing or needs to be replenished.
- 36.11 Never operate the minibus if unhappy with its safety. If in doubt, contact the Bursar immediately.
- 36.12 Ensure that the minibus is left clean and tidy. If you discover the mini bus in poor condition, please report this to the Bursar.
- 36.13 Duplicates of mini bus keys hang in the School Office and are in constant use. Ensure that they are returned as soon as they are no longer required.
- 36.14 When children take part in school trips, holidays or educational tours, the school office should be in possession of the following if at all possible:
1. From the company responsible for organising the trip/tour, photocopies of documents relating to:
 - a) Motor Insurance
 - b) Public Liability Insurance
 - c) Certificates of Bonding the Company to Registered Bodies
 - d) A list of company staff in charge of our children, showing their qualifications/competence.
 2. A list of all children and their home phone numbers in case of emergency (if they are staying away overnight).
 3. All documents should be available for parents to see in the school office, if they wish.
- 36.15 In cases where the children are out overnight, there should always be two adult supervisors, one of which must either be a member of school staff or someone named and given authority to take charge of the group.

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36.16 Parents are often willing to join in with school outings. Dyslexic children often have difficulty with organisation and potentially are more likely to become 'lost'. We therefore quite frequently will have a ratio of 3 or 4 children to 1 adult.

37 Conclusion

37.1 In conclusion, the then Prime Minister, Tony Blair, wrote in support of the Campaign for Adventure, English Outdoor Council, in September 2001:

"I am happy to place on record that the government supports the role of adventure as part of active education, especially in helping young people to learn about assessing and managing risk, in offering them new and exciting challenges, and in helping them to gain skills in leadership and team working that will be of huge value in their progression to adulthood. Providers of adventure activities play a vital role in this learning opportunity. However, they have duty to ensure that those put in their care do not come to harm. To ensure safety, whilst still providing exhilarating experiences, providers must take all reasonably practical measures so that the sense of excitement and danger is achieved without causing harm to the participants and leaders."

37.2 Mick Waters, who recently left the QCA after four years as Director of Curriculum in order to take on the role of Professor of Education at a University, was asked this question:

"In a results driven culture, have we lost sight of the need to value childhood?"

He replied:

"The accountability framework is so demanding with schools pitched against each other. The danger is that children become 'currency' that can bring us 'scores'. We all know of children who have their last year of primary school spoiled by over-emphasis on the narrow diet of the tests. Children should go places, make things, sing, play, look closely at their world, meet fascinating people and learn about themselves. We risk preparing for the future to the extent we overlook the present that all children deserve...a joyful childhood."

37.3 It is our policy to encourage staff to broaden the learning opportunities for children and to include the outdoors. At the same time, we continue to be mindful of our responsibilities representing the employer. Nevertheless, let us never forget what all children deserve...a joyful childhood!

Reviewed by: Olivia Burton (Deputy Head Academic)

Date: January 2012

Approved by: Magoo Giles (Head)

Signed: _____

Date: _____

This policy will be constantly monitored and reviewed by no later than two years from the date shown above or earlier if required.

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*R:\KS Policies & Documents\Educational Visits, Off Site Activities & Visiting Guests Policy\Educational Visits Off-Site
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