



## CHINLEY PRIMARY SCHOOL

### EDUCATIONAL VISITS POLICY

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## Introduction

Chinley Primary School acknowledges the immense value and many benefits of outdoor learning and is committed to supporting off-site visits and activities that enrich the learning opportunities of children and young people.

Chinley Primary School (and any contracted external providers where an activity has been commissioned) works within the requirements set out in Derbyshire County Council's Offsite Visits and Adventure Activities Guidance and the Outdoor Education Advisers' Panel 'National Guidance' (both accessible via EVOLVE).

All establishment staff will be made aware of the requirements of this policy and any changes that are made when the policy is reviewed.

## Roles and Responsibilities

### Headteacher

The Headteacher, Mr Peter. Lambert, is responsible for ensuring off-site activities and visits comply with the LA Guidance and this Visit Policy and are submitted for formal approval as required, that all visits approved can be accommodated within the planned provision and that the ethos of each visit is one with which Chinley Primary School wishes to be associated.

The Headteacher will ensure that the Visit Co-ordinator (VC), Visit Leaders, assisting staff and voluntary helpers are appropriately trained as required and specifically competent to carry out the responsibilities allocated to them for all visits.

The nominated deputy to approve offsite visits in the absence of the Head is Jan Glover. Kate Todd is also fully trained to approve visits in the absence of the deputy or lead, or when they have arranged the visit.

### Visit Co-ordinator

The Visit Co-ordinator (VC) is a staff member who has received relevant training and induction and is delegated with the following tasks: -

- To grant verbal permission that a leader may plan a visit after deciding that the timetabling and ethos of the visit are acceptable.
- To check and approve that the planning and risk management for visits follows employer policy and guidance, and to liaise with the LA as required.



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- To ensure that there is sample monitoring of visits in keeping with the recommendations of employer policy and guidance

The VC should be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment

The designated VC for Chinley Primary School is Peter Lambert.

#### **Visit Leader**

Visit Leaders will have over-all charge of the visits they lead, which will be effectively supervised with an appropriate level of staffing. They are responsible for ensuring relevant visit information is shared with parents/carers and consent is sought where necessary.

Visit Leaders, assisting staff and voluntary helpers will be appropriately trained as required and specifically competent to carry out the responsibilities allocated to them for all visits.

Details related to a visit and its participants (including staff) will be accessible to a designated 24/7 emergency contact in case of emergencies.

Refer to the *Visit Leader Checklist* (appendix 1).

#### **Governing Body**

Under Health & Safety law the employer has primary responsibility for Health, Safety & Welfare of employees and students.

Along with the Headteacher, the Governing Body is responsible for ensuring visits are approved as required by the establishment visit policy, that all visits approved can be accommodated within the timetable and that the ethos of each visit is one with which our school wishes to be associated.

#### **Procedures**

Staff wishing to plan and undertake a visit (prospective Visit Leaders) will first seek permission from the Headteacher or VC to plan a visit. The *Visit Planning Flowchart* (appendix 2) can be referenced as required.

Staff should follow the LA and establishment guidance if undertaking 'home visits'. This does not form part of this policy.



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#### **Finance**

The Headteacher, VC and Visit Leaders should take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449-462 of the Education Act 1996 and detailed in the *Charges for Off-Site Activity* (appendix 3) guidance document.

#### **Staff Induction and Training**

All new staff will as part of their induction into the establishment, be familiar with the local policy for off-site visits and activities and understand their role in managing, planning, leading or assisting with organising off-site visits. All staff will have access to Chinley Primary School, County and national guidance.

The VC will identify any specific training needs and requirements and ensure staff can access relevant learning and development opportunities as appropriate and as required by Derbyshire County Council. The Headteacher and/or VC will personally ensure the competency of any new-to-school-staff to lead an off-site visit by supporting them through the planning process and accompanying them on at least their first trip as a deputy leader. The EVOLVE team run 'Visit Leader Training' courses and all NQTs will be asked to access this training as part of their year-long induction programme at Chinley Primary School.

All visits are documented on the 'Evolve' site and so all staff can access previous risk assessments for establishments visited annually.

#### **Visit Approval**

Chinley Primary School has adopted the Derbyshire County Council system for approval of visits which is based on these being categorised into three broad types:

1. Local low risk single day visits that are regular and routine
2. Day visits and programmes that require enhanced planning
3. Higher risk visits, further field that require detailed planning and leader competence

#### **Category 1:**

These visits will be regular, routine day activities that are organised in and around the locality, usually on foot.

Visits and activities included in this category for this establishment are:



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- Transporting young people between multi-site establishments or other local schools/venues, such as sports, science and cultural events at Chapel en-le Frith High School.
- Visits in and around your base setting on foot, such as the local churches in Chinley, Buxworth and The Wash. Chinley Park and Community Centre. The village shops, Post Office and train station. Peak School and Garden centre.
- Sports fixtures (involving transport) area sports at New Mills High School sports field, Buxton Community School as well as Chapel High.
- DCC Primary curriculum swimming programme at New Mills Leisure centre or Buxton.

These visits should be planned using the Chinley Primary School local visits risk assessment (See Establishment Documents on EVOLVE) and with approval by the VC and Head. Activities can be covered by an annual blanket parental consent. However, Chinley Primary School has agreed to send a consent form for **every** visit in order that parents are aware of what and where their children are at all times.

Where there are local activities that are a planned part of the curriculum/routine programme but are dependent upon the right conditions on the day, then the visit leader will sign out before departure leaving relevant information with the base contact.

**All other visits:** All other visits must be planned and submitted using EVOLVE. EVOLVE automatically directs the flow of approval for Category 2 and 3 visits.

#### **Category 2:**

These visits are single “one off” day visits or a programme of visits that take place off-site but further afield than your base locality and with no element of adventurous activities (as defined in Category 3). These opportunities will usually require transport and could also require some enhanced planning and risk assessment. Example visits are:

- Visits requiring use of transport (e.g. Manchester University, Castleton, Theatre, Edale, Chatsworth and Chester Zoo)
- Swimming (excluding open water)
- Fieldwork visits (not in open/remote country)
- Activities at Water Margins (coastal locations & inland waters)
- Farm visits
- Forest school programmes

These activities will be entered onto EVOLVE and submitted to the VC at least two weeks prior to departure. Approval is delegated to Peter Lambert



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and visits will be covered by a specific parental consent attached to the information and itinerary letter. For a programme of regular visits to similar destinations, one single visit form can be completed, with the relevant dates selected and can be covered by one letter from the Visit Leader asking for Parental Consent to the activity rather than each date of activity.

The specific establishment local visits risk assessment (that also includes road transport) will cover general supervision of the visit. A review will be required rather than completing a new document each time. Any additions can be documented using the *Event Specific Note form* (appendix 4).

If a visit is planned to a higher risk environment, (this will be a very rare occurrence) the appropriate Safe Working Procedure document should be reviewed, amended and completed for the specific visit. This will then be attached to the EVOLVE record, prior to submitting for approval.

Certain activities will require staff to hold specific qualifications or competencies before being able to deliver sessions e.g. Forest School. Please refer to the activity qualifications matrix for further information. Relevant qualifications will be added and uploaded to EVOLVE. These activities will not be undertaken unless there is a sufficient number of suitably qualified staff to deliver them. However, we will more usually purchase these activities as part of a programme and use the providers risk assessments.

#### **Category 3:**

Approval from the Local Authority (LA) will be required for all overseas visits, residential visits and those which include adventurous activities, be it provider or establishment lead. The EVOLVE system will automatically pass such identified visits to the LA for approval after first being checked by Kate Todd and authorised by Peter Lambert. Specific consent will be required for each visit.

Overseas visits will be submitted to the LA **four working weeks** before a visit is set to take place, and before anyone is financially committed. **Other visits requiring LA approval require two working weeks notice.** Approval notification via email will automatically be sent out (from EVOLVE) as soon as possible up to two working weeks after receipt of the visit form.

A member of staff intending to lead an adventurous activity, must be specifically approved by the LA to do so via the EVOLVE Leader Approval Request function.

When external providers are used it is a requirement for their safety management to have been verified either by completion and return of a



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Provider Form or verified by holding an appropriate national accreditation. Providers will not be used until they have been 'vetted' by the LA.

### **Risk Management**

The risk management of an activity is normally carried out by visit leader and assistants with the support of VCs as required. Risks are expected to be reduced to an acceptable or tolerable level, but not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Chinley Primary School recommends a 'risk-benefit assessment' approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes.

This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is 'acceptable'. HSE endorse this approach through their 'Principles of Sensible Risk Management' and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual or harm several people.

Chinley Primary School staff will adopt and adapt the risk management materials available through EVOLVE to ease the burden of bureaucracy that might otherwise discourage leaders from making full use of educational visit learning opportunities.

A copy of the establishment generic visits risk assessment is located in the EVOLVE resources library within establishment documents, there are pre-populated risk assessments for trips to the local area and local High School. A blank copy of the Event Specific Note form (appendix 4) can be downloaded from <https://evolve.edufocus.co.uk/evco6/docs.asp> 'event specific notes - blank form.'

### **Monitoring**



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The arrangements for monitoring off-site visits within Chinley Primary School are agreed as Kate Todd/Jan Glover/Peter Lambert will accompany the first trip/visit to a new venue and then will intermittently accompany trips throughout the year aiming to accompany each class at least once and sporting events at least 3 times per year.

### Insurance

Appropriate insurance must be in place for all visits. The responsibility for arranging adequate insurance cover rests with Peter Lambert assisted by Fiona Robb (The School Bursar) in conjunction with the organiser of each journey.

For visits abroad, additional journey insurance **must** be taken out (This is not in the foreseeable action plan).

As an employer, in addition to the standard public liability cover which all establishments will have in place, Derbyshire County Council offers LA Schools the opportunity to buy into an annual 'blanket' personal accident cover / travel insurance, provided through CHUBB, covering any off-site activities and overseas travel ventures.

It is the responsibility of the Governing Body, Headteacher and EVC to determine whether any additional insurance should be taken out.

Chinley Primary School Public Liability Insurance is provided by QBE Insurance (Europe) Ltd. The Policy number is: Y088981qbe0115a.

### Inclusion

Under the Equality Act 2010, it is unlawful to treat a young person less favourably and/or fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Chinley Primary School endorses the principles of:

- a presumption of entitlement to participate
- accessibility through direct or realistic adaption or modification
- integration through participation with peers

Adjustments made to include a disabled child or young person should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence.



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#### **Behaviour**

Chinley Primary School encourage the use of codes of behaviour conduct as a means of establishing appropriate expectations of young person's behaviour. Such codes will be explained to both young people and those with parental authority prior to a visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where a code is breached.

A model code of conduct can be adapted by visit leaders (appendix 5). However, Chinley Primary School use their own for trips to Lea Green and Castleton devised by the teachers who know their children and the environment at both establishments very well. Other Visit Leaders will use the PSHE lesson prior to a trip to explain the expected behaviours of all children and a meeting with pupils and staff/volunteers is held prior to all trips where the expectations for behaviour and conduct are put forward.

Whilst inclusion of young people and adults on offsite visits will be the norm at Chinley Primary School, this will not be the case where health and safety of the individual or other group members would be significantly compromised. Visit Leaders will ensure that they consult the SENCO, LA and parents well in advance of the visit where inclusion is an issue. Measures will be taken to allow every young person to access as much of the visit as they safely can even if it involves parents being willing to drop off and collect at times which are different to the rest of the group.

#### **Evaluation**

To ensure rigorous evaluation of each visit can take place, visit leaders must have reached a clear understanding of the learning outcomes they hope to achieve. Given that most outdoor learning, off site visits and activities have the potential to deliver a very wide range of benefits and outcomes, the visit leader and staff team must agree how the Learning Outcomes are to be **prioritised**, in the early stages of the planning process and documented on the EVOLVE record.

Evaluation of the impact of trips and visits is evidenced in the children's post-visit work and discussions in class. Each identified outcome can be evaluated and recorded using EVOLVE.

#### **Emergency Procedures**

The risk management for each visit will identify the relevant emergency procedures during the visit. For any off-site visit a home contact will be designated by the establishment who may be needed as a link between the party, the parents/carers, the establishment and the County Council in the



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event of an emergency. The home contact must be an employee, be unrelated to anyone attending the visit and be confident in providing support in a crisis.

For visits that take place outside normal establishment hours:

- A completed Emergency Card – Visit Leader (appendix 6) must be with the Visit Leader at all times, **and**
- A completed pupil data sheet showing their medical needs, contacts, emergency contacts and allergies etc. (appendix 7) must be with the Visit Leader at all times.
- A First Contact Emergency Action Card (appendix 8) will be used by office staff when taking an initial call from a Visit Leader in an emergency. They then refer to the Critical Incident Management Plan which is held in the school office and remotely by Peter Lambert, Jan Glover and Fiona Robb.

In the event of a delay in returning (of more than 1 hour), or of an incident resulting in harm to any attending participant, staff member or volunteer, then the establishment must be contacted as soon as possible to inform Peter Lambert/Jan Glover or designated deputy so that they can decide: -

- A. If the incident is of a less serious nature then the next of kin or parents of those affected will be informed about what has happened (e.g. that the party will be returning late or that an incident has befallen a party member) and the action that has been taken so far. In appropriate circumstances the Visit Leader will be designated to undertake this task.
- B. If the incident is very serious to contact Derbyshire County Council using the emergency contact phone number and details given below:
- C. Whether to implement the Critical Incident Management Plan.

*The emergency contact phone number for Derbyshire County Council during office hours is 00-44-1629-538364 or outside office hours 00-44-1629-533085. This is the number for Call Derbyshire. Upon connection, please ask for the Emergency Planning Duty Officer. Please note that calls to the numbers above are to be used only in extreme circumstances, such as serious injuries and/or fatalities. Under no circumstances should these numbers be given to young people or to their parents or guardians.*



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#### **10. Accident Reporting**

All accidents will be handled in line with Derbyshire's County Council's Accident Reporting Procedures. Accident Forms and other related documents are available in the Resource section of EVOLVE – Guidance.

Where an incident or accident occurs on an activity led by a Provider, please ensure this is reported to the LA Visits Team.

Policy reviewed by Peter Lambert

Date – 07.11.2022                      Reviewed: 16.01.2024

Governor Minute number: PAS04/160124a

#### **Appendices**

**Appendix 1 – Checklist for Visit Leaders**

**Appendix 2 – Visit Planning Flowchart**

**Appendix 3 – Charges for Off-Site activities (National Guidance)**

**Appendix 4 – Event Specific Notes**

**Appendix 5 – Code of Conduct (Model)**

**Appendix 6 – Visit Leader Emergency Action Card**

**Appendix 7 – First Contact Emergency Action Card**

**Appendix 8 – Summary of information about people participating in a trip**

## APPENDIX 1

**Proposed Trip to**\_\_\_\_\_

**Date** \_\_\_\_\_

**Visit Leader/Organiser**\_\_\_\_\_

|                                                                                                                       | Done: (initial) | Notes: |
|-----------------------------------------------------------------------------------------------------------------------|-----------------|--------|
| Contact proposed venue and acquire provisional dates.                                                                 |                 |        |
| Check dates and viability of trip with Peter/diary/bus company.                                                       |                 |        |
| Book venue and bus/train.                                                                                             |                 |        |
| Inform kitchen of date and numbers of children out.                                                                   |                 |        |
| Write letter to parents - include cost, pick up arrangements, reply slip.                                             |                 |        |
| Contact parent helpers/driver/volunteers.                                                                             |                 |        |
| Contact Clare Marsland and ask about medical issues.                                                                  |                 |        |
| Contact Jan and ask about SEN/IBP issues.                                                                             |                 |        |
| Complete Evolve risk assessment, attach parent letter & risk assessments/SWP -send to Peter- (2 weeks before you go). |                 |        |
| Tell all visitors / tutors / intervention programme deliverers of trip.                                               |                 |        |
| Ensure children who need booster seats have access to one.                                                            |                 |        |
| If supply cover is needed write name of supply teacher here.                                                          |                 |        |
| Tell Fiona who is the supply teacher that day - so they can be paid!                                                  |                 |        |
| Give this sheet to Peter once complete.                                                                               |                 |        |

[illegible]

## APPENDIX 2

### PLANNING FLOWCHART FOR ORGANISING OFF-SITE VISITS AND ACTIVITIES

Visit title/description:

Visit date(s):

Venue:

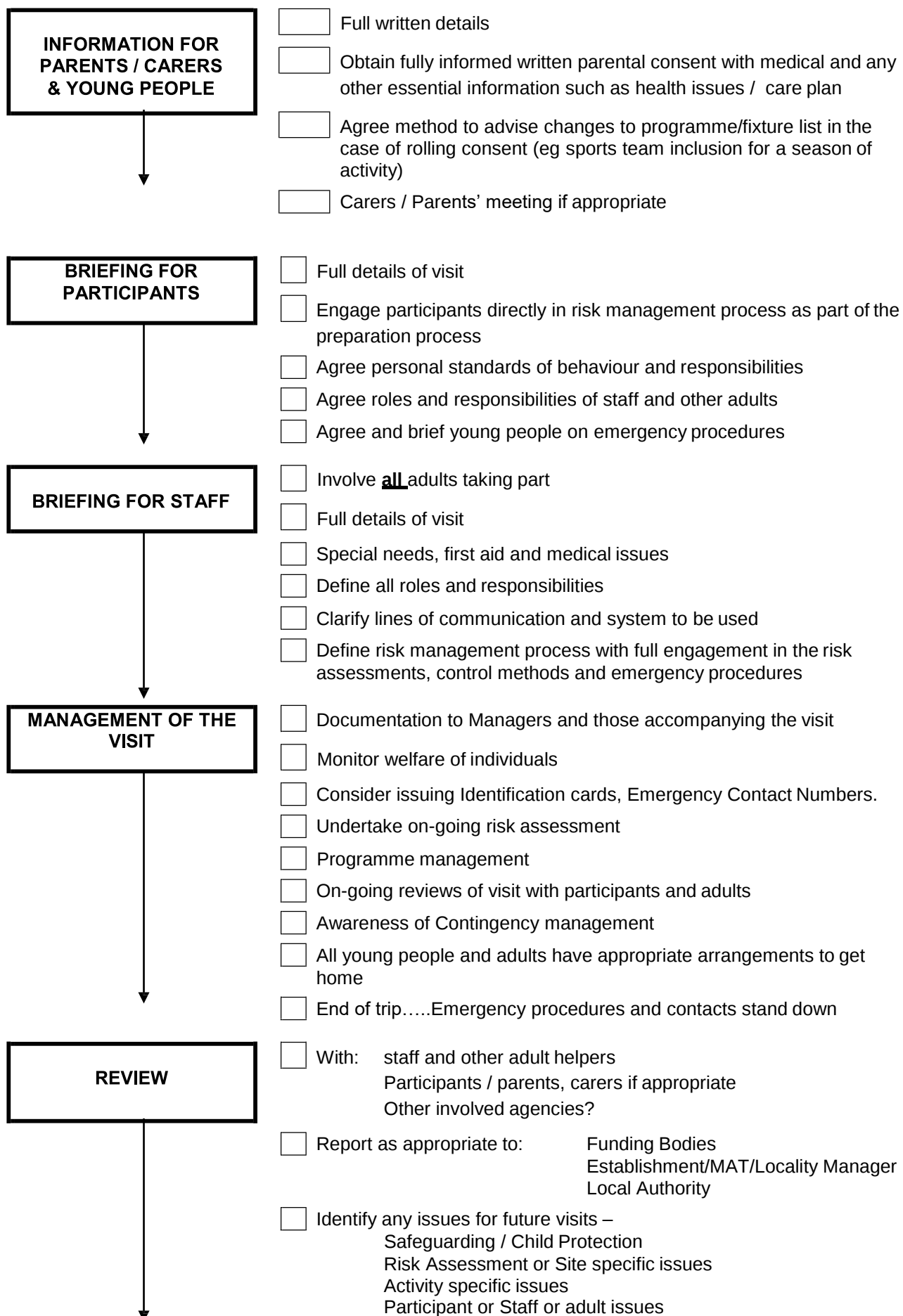
Visit Leader:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="border: 2px solid black; padding: 5px; text-align: center; margin-bottom: 20px;"><b>OUTLINE PLANNING</b></div> <div style="text-align: center;">↓</div> <div style="border: 2px solid black; padding: 5px; text-align: center; margin-bottom: 20px;"><b>INITIAL PROPOSAL</b></div> <div style="text-align: center;">↓</div> <div style="border: 2px solid black; padding: 5px; text-align: center;"><b>PLANNING AND FORMAL PROPOSALS</b></div> <div style="text-align: center;">↓</div> | <div style="margin-bottom: 10px;"><input type="checkbox"/> Description/name of proposal &amp; Aim/Objectives</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Who</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Where</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> What</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> When</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> How</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Cost and staffing estimates</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Visit Leader <span style="float: right;"><b>Signature &amp; Date</b></span></div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Line Manager</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> (other linked organisation)</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Identify Participants / Young People</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Select / Recruit staff, other adults and decide on supervision</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> ratios Familiarisation/planning visit (If required)</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Detailed programme (including alternative Plan B if necessary)</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> ID Method to gain fully informed parental consent</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Undertake Risk management - generic, and visit specific Risk Assessments, Including Safeguarding issues, Child Protection etc.</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Consider any special needs/inclusion/discrimination issues</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Consider any contractual issues</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Define all costs and the procedures for financial</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> management Accommodation (If necessary) and any linked</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> issues Transport, including contingency for breakdowns etc.</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Confirm Insurance as required</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Emergency procedures in place, contacts including delayed return</div> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**This visit is planned in accordance with LA Guidelines Signed (Visit Leader):**

**Date:**

|                                                                                                                           |                                                                                                                                                                                                                                                                                                             |                                      |                                                                       |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------|
| <div style="border: 2px solid black; padding: 5px; text-align: center; margin-bottom: 20px;"><b>FORMAL APPROVAL</b></div> | <div style="margin-bottom: 10px;"><input type="checkbox"/> Line /Team or</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Local</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> management</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Approval</div> | <div style="font-size: 3em;">}</div> | <p style="text-align: center;"><b><u>Signature &amp; Date</u></b></p> |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------|





## APPENDIX 3



National  
Guidance

# Charging for school activities

Local authorities, maintained schools and academies (including freeschools, studio schools and University Technical Colleges) must take account of the law relating to charging for school activities, as set out in sections 449 to 462 of the Education Act 1996.

## General Principles

No charges may be made unless the governing body of the school or local authority has drawn up a charging policy giving details of the optional extras or board and lodging that they intend to charge for, and a remissions policy.

Schools and local authorities **must not** charge for:

- education provided during school hours.
- education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
- transport provided in connection with an educational visit.

It should be noted that 'part of the National Curriculum' is not restricted to learning outside the classroom experiences that are specifically subject based (e.g. geography or science fieldwork) but includes, for example, activities designed to fulfil requirements under the National Curriculum 'inclusion statement' (e.g. developing teamwork skills).

Schools and local authorities **may** charge for optional extras, which include:

- education provided outside of school time that is not:
  - a) part of the National Curriculum.
  - b) part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school.
  - c) part of religious education.
- board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those which qualify children for Free School Meals).

## Definition of “School Time” and “Non-school Time”

Where an activity or visit takes place partly during and partly outside normal school hours, the Education Act 1996 prescribes a basis for determining whether the activity is deemed to take place either “in” or “out” of school hours. This depends first on whether the venture is residential or non-residential.

### *Single Day (Non-Residential) Activities*

A non-residential activity is deemed to take place during school hours if 50% or more of the activity occurs during school hours (including any travelling).

Where less than 50% of the activity falls during school hours, the venture is deemed to take place in non-school time. An example might be an activity that requires pupils to leave school an hour or so earlier during the afternoon and which does not end until late in the evening.

### *Residential visits*

If the number of school sessions taken up by the visit is equal to or greater than 50% of the number of half days spent on the visit, it is deemed to have taken place during school hours (even if some activities take place late in the evening). Whatever the starting and finishing times of the school day, regulations require that the school day is divided into 2 sessions. A “half day” means any period of 12 hours ending with noon or midnight on any day.

### **Example 1: Visit during school hours**

Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

### **Example 2: Visit outside school hours**

Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

## Voluntary Contributions

The restrictions on charging do not prohibit the Local Authority or school from seeking voluntary contributions in support of an activity or visit. Such contributions must, however, be genuinely voluntary. Consequently, it must be made clear to parents that there is no obligation to contribute, and students must not be treated differently according to whether or not their parents have made any contribution.

It is important to provide written information to Parents. This should explain the nature of the proposed activity or visit, the likely value in educational terms and the financial contribution per student which would be required if the activity were to take place. The information should emphasise that there is no obligation to contribute and that no student will be excluded because parents are unwilling or

unable to contribute. However, it must be made equally clear whether the activity or visit is likely to be cancelled if there are insufficient contributions.

There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus voluntary contributions may be used to subsidise students of lesser means and to pay the travel and accommodation costs of accompanying teachers.

## Summary of Permissible Charges

The extent to which charges may be levied is dependent upon the answers to the following questions:

1. Is the activity or visit regarded as a statutory requirement?
2. Is the activity or visit to be held in school time?

If the answer to either question is "yes", the only charges that may be levied relate to the cost of board and lodging. No charges may be levied for either the travel or the educational activities.

If the answer to both questions is "no", the activity or visit is an "optional extra" and the full cost may be levied. However, any charge made in respect of individual pupils must not exceed the actual cost of providing the activity or visit, divided equally by the number of pupils participating. It must not therefore include an element of subsidy for any other pupils wishing to participate whose parents are unwilling or unable to pay the full charge.

## Further information

Government guidance on charging for school activities is available at the following website. This includes details of the benefits which exempt parents from being charged.

<https://www.gov.uk/government/publications/charging-for-school-activities>



## APPENDIX 4

### EVENT SPECIFIC NOTES

What are the really important things we need to do to keep ourselves safe?

Visit details..... Carried out by ..... Date .....

| <p style="text-align: center;">ISSUE</p> <p style="text-align: center;">Consider STAGED:<br/>Staff, Timings, Activity, Group, Environment, Distance</p> | <p style="text-align: center;">HOW TO MANAGE IT</p> | PARENTS | STAFF | PARTICIPANTS |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------|-------|--------------|
|                                                                                                                                                         |                                                     |         |       |              |
|                                                                                                                                                         |                                                     |         |       |              |
|                                                                                                                                                         |                                                     |         |       |              |
|                                                                                                                                                         |                                                     |         |       |              |
|                                                                                                                                                         |                                                     |         |       |              |

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here



## APPENDIX 5



# Model Code of Conduct for Visits

Visit Leaders should edit this model code of conduct so that it is appropriate for their group(s). It may be useful to have a generic code of conduct for routine visits and a specific one for other visits, such as residentials, which includes details specific to those visits.

It can be good practice to involve young people and their parents in the process of drawing up the code of practice: this is a useful way of getting them to think through the issues and to understand the reasons behind the requirements, and is itself a process of risk assessment.

## General Expectations

For the visit to be both beneficial and enjoyable for all, you are expected to:

- behave responsibly and show consideration for others, including fellow pupils, staff and members of the public.
- comply with instructions.
- look after your own possessions and anything you borrow.
- keep all facilities clean, tidy and undamaged.
- abide by any rules and regulations of the places we visit.
- in the event of an emergency, follow emergency procedure instructions.
- understand and follow the rules about the purchase, possession and consumption of alcohol.
- understand and follow the rules about the purchase, possession and use of tobacco.
- understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden.
- inform staff if you have any medical conditions or injuries.
- inform a member of staff if you have any concerns about safety or security.
- report any damaged or unsafe equipment.
- wear appropriate clothing.

### On a coach or minibus

- remain in your seat, unless given permission to do otherwise.
- wear your seat belt.
- stow luggage on the luggage rack or under the seat. Luggage should not block the aisle.
- put litter in the bags/bins provided.
- do not distract the driver – no shouting out, no flash photography etc.
- if you begin to feel travel sick, inform a member of staff.
- when disembarking, be aware of traffic movement and direction.

### Motorway service stations etc.

- follow instructions from staff about where you are allowed go and how long you may spend in the service station.
- be back on the coach/minibus at the given time.

### On a ferry, at an airport and at a railway station

- remain in your group at these busy locations.
- be aware of and comply with all timings and meeting places.
- understand and comply with security arrangements and limitations.
- follow instructions from transport operator staff.
- follow all instructions about being on boat decks.
- visit shops in pairs or groups - never alone.
- stay back from the edge of railway platforms.
- be sure you know where the group is based and how to locate staff.

### Staying in a hotel

- read and understand all instructions about fire and safety procedures.
- know the location of duty staff.
- comply with any instructions about permission to leave the hotel.
- comply with any instructions about access to parts of the hotel, e.g. bar, casino, swimming pool.
- understand the dangers of balconies and comply with any instructions about access to them.
- comply with instructions about access to other people's bedrooms.
- arrive on time for meals and meetings.
- comply with any restrictions on the use of mobile phones, smartphones, tablets, cameras, music players, etc.

- comply with any restrictions on internet access, and viewing TV, videos and DVDs, etc.

## Excursions

- remain in your designated group.
- know which member of staff is your nominated leader.
- when unaccompanied by staff, ensure that you understand any instructions and limitations.
- always carry your emergency contact card.

## Sanctions

Failure to comply with this Code of Conduct may result in the implementation of the following sanctions:

**Insert possible sanctions, including expectations of parental involvement ...**

**I agree to abide by the above Code of Conduct.**

Young Person Signature ..... Date .....

Parent/Guardian Signature ..... Date .....





## APPENDIX 6



National  
Guidance

# Visit Leader Emergency Action Card

**If an Establishment decides to adopt this 'card', it should be carried by all staff accompanying a visit.**

*It is recommended that this is printed, laminated, and also placed in first aid kits.*

## Emergency Procedure

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

1. REMAIN CALM - Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group.  
Make sure all other members of the party are:
  - ✓ accounted for
  - ✓ safe
  - ✓ adequately supervised
  - ✓ briefed to ensure that they understand what to do to remain safe.
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to
  - a. Preserve life
  - b. Prevent the condition worsening
  - c. Promote recovery

## Essential First aid:

1. casualties need to be able to breathe – if they are unconscious this means being put into a safe airway position
2. you need to try to find and stop any serious external bleeding
3. you need to protect the casualty from the environment - keep them warm
4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

### Once the immediate situation is contained:

- Inform the school/Establishment Emergency Contact or, if unavailable, your Employer (e.g. the Local Authority) Emergency Contact. They will need the following information:
  - Who you are, which Establishment you are from and what your role is within the group
  - What number can you be called back on?
  - What is the nature of the emergency?
  - How many casualties there are and their status
  - The total number of people in your party
  - Your current location
  - Whether you are staying where you are or moving – if you are moving where to?
  - What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.
- Refer all media, parental or other enquiries to your employer's press office.
- Inform the Foreign Office Consular Assistance Team if abroad.

### Emergency Numbers

| Name                                             | Telephone               | Mobile |
|--------------------------------------------------|-------------------------|--------|
| <b>My telephone number</b>                       |                         |        |
| <b>School/Establishment</b>                      |                         |        |
| <b>Nominated base contact</b>                    |                         |        |
| <b>Head/Manager</b>                              |                         |        |
| <b>Employer (e.g. LA) (office hours)</b>         |                         |        |
| <b>Employer (out of hours)</b>                   |                         |        |
| <b>Emergency Services (if travelling abroad)</b> |                         |        |
| <b>Foreign Office Consular Assistance</b>        | <b>+44 20 7008 1500</b> |        |
|                                                  |                         |        |
|                                                  |                         |        |
|                                                  |                         |        |



## APPENDIX 7



National  
Guidance

### First Contact Emergency Action Card

**If an Establishment adopts this 'card', it should make it available to any staff likely to take incoming phone calls from a Visit Leadership Team.**

*It is recommended that the card is printed, laminated, and a copy placed visibly in any office where such calls may be received.*

#### On receiving a call

In the event of receiving an emergency call from a group on a Visit, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate:

1. Take down the following information:

|                                                                                        |
|----------------------------------------------------------------------------------------|
| Who is calling?                                                                        |
| If you have more than one Establishment, which one are they from?                      |
| What is their role in the group (Visit Leader, Assistant Leader, Helper, Participant)? |
| What number can they be called back on should you be disconnected?                     |
| What has happened? What is the nature of the emergency?                                |
| What is the number and status of any casualties?                                       |
| What is their current location?                                                        |
| What is the total number of people in the party?                                       |
| Are they staying where they are or moving? If they are moving where to?                |

**Continue over**

What help do they require?

What time did the accident happen?

What time is it now? If the group is outside the UK, what is the time difference?

2. Reassure them and tell them they will be called back once you have contacted a senior manager (within 30 minutes).

3. Contact staff in the following priority order and give them the information you have noted.

*The table below should be completed with names and numbers of those who should be informed, in order of priority.*

| Name | Telephone(s) | Mobile(s) |
|------|--------------|-----------|
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |
|      |              |           |

4. If you receive a call from the media or a Parent, refer them to a senior manager.



APPENDIX 8

SUMMARY OF INFORMATION ABOUT YOUNG PEOPLE AND ADULTS INCLUDING STAFF PARTICIPATING IN A VISIT

Establishment  
and Group:

Destination:

Dates:

| Surname | Forename | Date of Birth | Address | Next of Kin | Contact Phone<br>Number | Relevant Medical<br>Information |
|---------|----------|---------------|---------|-------------|-------------------------|---------------------------------|
|         |          |               |         |             |                         |                                 |

