



**THE ALTUS SCHOOL**

# **LEARNING OUTSIDE THE CLASSROOM**

Date Approved: October 2022

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## Learning Outside the Classroom

The Altus School recognises that learning that takes place out of the classroom is a valuable tool in every one of its children's education if conducted within a safe and healthy environment. We believe that all children should be able to experience the world beyond the classroom safely, whatever their age, ability, aptitude and circumstances. This policy is informed by the government guidance Health and Safety of Learners Outside the Classroom (HASLOC).

### Statement of Intent

It is the intention of the Management Committee of The Altus School that all appropriate steps will be taken to meet statutory requirements, recognised codes of practice and guidance notes in establishing a safe and healthy environment on school visits. The overall high quality of planning and leadership on school off-site activities will be evident from the contribution these activities will make to the all-round ethos of the school and the interaction between children and staff. The Management Committee will ensure that all members of staff and volunteers who participate in learning outside the classroom activities have the training, skills and/or experience to organise and manage these activities safely. The Management Committee will also ensure that all members of staff know that they have a duty to take reasonable care to avoid injury to themselves and others and to co-operate with the management and with each other to ensure statutory duties and obligations are fulfilled. The school's Learning Outside the Classroom (Learning Outside the Classroom) Policy can only be successfully implemented with the full co-operation of everyone concerned.

Aims of the policy This policy aims to:

- set out the Management Committee's requirements for managing and running Learning Outside the Classroom activities;
- make clear the aims and objectives that underpin educational visits and offsite activities;

- give guidance on the procedures for ensuring suitable and sufficient risk assessment;
- indicate who is responsible for what; and
- give examples of the documents that can be used in planning and running Learning Outside the Classroom activities.

For regular Off Site Alternative Provision, see the Off Site Alternative Provision Policy

#### Objectives for Learning Outside the Classroom activities

Every Learning Outside the Classroom/Educational Visit activity must have clear aims and objectives. The school's general aims and objectives for learning outside the classroom and for educational visits/activities are to:

- support the school's curriculum;
- enhance teaching and learning;
- provide experiences outside the scope of the normal curriculum;
- enable children to learn a variety of new skills;
- develop self-confidence, self-reliance, maturity, awareness and a sense of responsibility;
- encourage children to work cooperatively with others;
- promote the achievement of short-term goals;
- reinforce the development of social and personal skills in new situations; and
- encourage self-assessment.

In addition, a residential experience may also provide the opportunity to:

- encourage corporate spirit; and
- promote and improve personal physical ability.

For each activity/visit the specific aims and objectives should be set out in the Risk Assessment. It is school policy that each educational visit should also have clear curriculum links, identifiable in the school's curriculum programmes.

Scope of Learning Outside the Classroom Learning outside the classroom includes:

- school grounds;
- the local environment; ● places further afield; and ● residential venues.

This policy does not relate to:

- work experience (which has a separate government guidance);
- regular off site alternative provision – see Off Site Alternative Provision Policy
- sporting activities or physical education (PE) (see AfPE website:  
<http://www.afpe.org.uk>);
- play (for which the government has separate guidance ‘Managing Risk in Play Provision: Implementation Guide.  
<http://www.playengland.org.uk/resource/managing-risk-in-play-provision>

## Responsibilities

### The Local Authority

The Local Authority recognise their responsibility for ensuring that adequate policies and sufficient resources are in place to ensure that the school can fulfil its obligation to keep staff and children safe whether inside the grounds or off-site. They will observe the responsibilities as set out in the Management of Health and Safety Regulations 1999. They are responsible as the employer for the quality and safety of all school off-site activities and will:

- ensure that relevant officers and the schools are familiar with the requirements of the appropriate legislation and codes of practice;
- ensure that there is an effective and enforceable policy for the provision of health and safety on Educational Visits/Learning outside the Classroom throughout each school, and, that it is implemented;
- provide guidance to the school on the financial management procedures to be used;
- determine the charging and remissions policy for the school;
- support each school in any emergency situation, especially dealing with the media;

- periodically assess the effectiveness of the policy and ensure that any necessary changes are made; and
- provide guidance on quality and safety aspects of off-site activities.

### The Management Committee

The Management Committee will ensure that:

- within the GCC policies and guidelines an approved structure and plan for the management of Learning Outside the Classroom and Educational Visits are in place, and are regularly reviewed;
- support and guidance are given to staff so that they feel able and are willing to undertake Learning Outside the Classroom activities;
- effective guidelines and risk management are in place to enable Learning Outside the Classroom/Educational Visits activities to occur ensuring the safety of both children and staff;
- safe and healthy working practices are in place that take account of appropriate statutory requirements, code of practice and guidance;
- supervision, training and instruction are provided so that all staff and children can undertake school-related activities and visits in a healthy and safe manner; and
- guidance is available on adequate provision of safety and protective activity equipment and clothing, with associated guidance, instruction and supervision.
- procedures are in place to vet the quality, relevance and safety of each proposed off-site visit;
- procedures are in place to vet proposed contractors (e.g. tour operators);
- the school can be run efficiently in the absence of staff engaged in the activity or visit;
- the arrangements are in line with any code of practice and guidance provided by the DfE and/or the GCC;
- the charging and remissions policy and appropriate procedures for the financial management of visits having regard to any LA guidance;
- educational objectives are required for each visit; and

- they agree which types of visit they wish to be informed about.

### The Head Teacher

The Head has responsibility for the day-to-day development and implementation of Learning Outside the Classroom/Educational Visit procedures and conditions for all staff and children. The Head will:

- ensure that a structure and procedures are in place to manage Learning Outside the Classroom and Educational Visits, and that a review mechanism is in place;

### Centre Managers

The functions of the Centre Managers will be determined by the Head and will include a requirement to:

- plan and organise learning outside the classroom as a curricular activity;
- ensure educational visits meet The GCC and Management Committee requirements;
- advise the Head and Management Committee on any issues concerning the approval of low risk, medium and high-risk visits;
- advise the Head on the relevance of the educational objectives of the visit;
- ensure that pre-visits have taken place wherever feasible, and to advise the Head in cases where a pre-visit may not be feasible;
- assess the competence of prospective leaders and staff in terms of qualifications and/or experience;
- ensure risk assessments meet The GCC and school requirements;
- make decisions about the balance of benefits and risks of any Learning Outside the Classroom activity;
- organise appropriate training and induction;
- adequate provision of safety and protective activity equipment and clothing, with associated guidance, instruction and supervision;
- ensure parents and relevant staff are fully informed on the arrangements for all visits;

- ensure parents are informed and give consent;
- ensure that emergency arrangements are in place for each visit;
- keep records of visits, incidents and near-accidents (sometimes called near misses);
- review systems and monitor practice; and
- report as required to the Head.

### Group leaders

The leader in charge of any school Learning Outside the Classroom activity must be an employee of the school. They are responsible for planning and preparing for the activity, and to prepare any emergency and contingency plans.

The school has delegated the following responsibilities to group leaders:

- to assess the risks of activities and record any significant risks;
- to make measures to control those risks;
- to inform colleagues about the risks.

All group leaders:

- will make themselves familiar with the requirements of health and safety legislation and codes of practice, and financial regulations that are relevant to educational visits;
- will exercise the reasonable duty of care that a careful parent would exercise in the same circumstances;
- will ensure that appropriate assessments of the benefits and risks of any visit/activity are made in good time;
- will be fully conversant with the school's Off-site Activities/Educational Visits Procedures and in ensuring that staff, children and others comply with its requirements.
- To complete e-visit (on-line) for high risk activities.

Guidance on good practice for group leaders is contained in Appendices.

## Other supervisors

All school staff participating in group activities must:

- look after their own and other's health and safety;
- cooperate with the school management over safety matters;
- carry out activities in accordance with training and instruction from the school management, and
- inform the management of any serious and immediate risks or systemic faults in risk management.

All members of staff should be concerned about any serious and immediate risk, and also about any systemic shortcomings. If the concerns cannot be settled within the staff leading the activity, all staff will be expected to stop the activity and refer the matter to the Head. The school recognises the right of members of staff to refuse to participate in an activity which they consider unsafe. In such cases a Plan B should operate.

## Volunteers

Any adults on the visit/activity not employed by The GCC must be clear about their roles and responsibilities during the visit/activity. They must be DBS checked and supervised appropriately. Adults not employed in the school (e.g. volunteer helpers) acting as supervisors must:

- do what is reasonably practicable to ensure the health and safety of everyone in the group;
- be clear about the objectives of the visit/activity;
- attend briefing meetings;
- follow the instructions of the group leader and school-employed staff, and help with the control and discipline;
- speak to the group leader or school-employed staff if concerned about the health or safety of children at any time during the visit/activity;



The school recognises the right of volunteers to refuse to participate in an activity which they consider unsafe. In such cases a Plan B should operate.

### Management and procedures

#### Exploratory Visits

It is the responsibility of the Head to draw up a management plan for Learning Outside the Classroom and Educational Visits based on the provisions and guidance in this policy and appendices. It is the responsibility of the Management Committee to consider, approve and review the management plan.

An exploratory visit must be made by any member of staff who is to lead a group abroad, or on a residential visit or in a location that is not familiar to them. The school accepts that for remote expeditions a prior visit may not be possible. The Head will determine in consultation with the Centre Leads whether the risk assessment and proposed risk controls are acceptable. Further details about Exploratory Visits are in Appendix M.

#### Roll lists

A list of the medical needs for pupils in the group should be carried by the leader. Access to other personal information can be accessed by contacting the relevant centre.

#### Duty of care

All adults connected with a visit or activity owe a duty of care to the children they accompany in common law. The duty of care expected is that of a reasonable, prudent and careful parent applying his or her mind to the situation. The duty is continuous during the whole period of the visit and cannot be delegated to anyone else.

## Delegating responsibility

The group leader is responsible overall for the group at all times. They may, however, delegate supervisory roles to other adults in the group. When delegating supervisory roles to other adults the group leader should:

- allocate supervisory responsibility to each adult for named children and ensure that all adults understand that they are responsible to the leader for the supervision of the children assigned to them;
- ensure that each adult knows which children they are responsible for;
- ensure that each student knows which adult is responsible for them;
- ensure that each adult has the means to contact the group leader and/or other supervisors;
- ensure that each adult has knowledge of and clearly understands the school emergency procedures policy.

## Close supervision

Close supervision occurs when the group remain within sight and contact of the supervisor. Close supervision normally means that all supervisors have prior knowledge of the children including any special educational needs, medical needs and disabilities;

- carry a list/register of all group members;
- regularly check that the entire group is present;
- have appropriate access to first aid; and
- ensure that each student knows what to do if they become separated from the group.

## Night time

In residential situations, during night time the security of the group is of paramount importance. The leader should ensure that, as far as is reasonably practicable:

- staff (of both genders where appropriate) have sleeping accommodation on the same floor or as near as possible to the children' accommodation, staff must be in sleeping in a separate room from students;

- child protection arrangements are in place (following appropriate risk assessment) to protect both children and staff;
- where hotel/hostel reception is not manned 24 hours a day, security arrangements are in force to stop unauthorised visitors;
- in the absence of 24 hour staffing of reception, external doors should be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors should be lockable but staff should have reasonable access to student accommodation at all times;
- all staff and children should know the emergency procedures/escape routes in the event of a fire or emergency evacuation.

### Adventurous activities

The school's policy is that activities of a more adventurous kind should be arranged wherever practicable through a specialist provider. Guidance to group leaders on what are licensable activities is contained in Appendix K.

### Staff Codes of conduct

"The school expects that all adults acting in loco parentis on any school trip will be mindful of responsible and proper behaviour, so that they are able to exercise their professional judgement at all times".

### Risk management

The group leader has the responsibility to complete the e-visit forms (on-line) 8 weeks before the event.

School staff are expected to follow the government guidance for risk assessment on Learning Outside the Classroom.

Risk assessments should be done but done sensibly. The government advice is that school staff should use common sense in deciding whether the assessment needs to

be written. This school expects all educational visits to have written risk assessments. The Head, in conjunction with the Centre Managers will determine which assessments can be used as generic risk assessments and which are specific and need to be repeated for each visit/activity.

There are three types of recognised risk assessment:

1. Generic (low risk): This will usually be prepared by the Group Leaders and with the approval of the Centre Managers. This covers activities/venues which the school frequently does/uses. (Centre Manager/Headteacher to sign off)
2. Group-specific (low risk): These assessments address the needs of your particular group. They might show how an activity can be modified to suit, for example, a disabled student. These will normally be written and will be recorded in the management system. (Centre Manager/Headteacher to sign off)
3. High risk activities: The group leader has the responsibility to complete the e-visit forms (on-line) 8 weeks before the event. (GCC to sign off)

#### Benefit - risk assessment

While assessing the risk the relevant school staff should also be assessing the benefits of the activity. These must then be balanced these against the risks. Group leaders who are in doubt about the balance of benefit and risk should consult the Centre Manager. The Centre Manager is empowered to make decisions on the balance of benefit and risk. Where the Centre Manager is unsure he/she must consult the school's External Visits coordinator, who has the delegated power to make such a decision.

#### Adult/student ratios

The correct ratio for any activity will arise from the risk assessment. There is no specified government ratio. The ratio should help leaders achieve the objectives of the visit. The decision should take into account:

- the gender, age, ability, competence and behaviour of the members of the group;
- general and specific competencies of the supervisors;
- first aid requirements and knowledge of the supervisors;
- special educational needs and disabilities;
- duration and nature of the activity, including any journey;
- accommodation; and
- requirements of the venue.

No visit/activity must take place without the risk assessment being signed off by the Centre Manager/Headteacher. The Head has the power to change the ratio after discussion with the Centre Lead and group leader, and may seek advice from the Management Committee and/or The GCC.

#### Obtaining parental consent

The law does not require general parental consent to be obtained for ANY learning outside the classroom but it is good practice to obtain consent in some circumstances. The school will inform parents/carers of the general arrangements for learning outside the classroom during school induction consent must be obtained for:

- any activity or educational visit which the school has assessed as carrying a significant risk. (usually medium and high risk categories);
- off-site activities extending beyond the normal start or finish of the school day;
- all activities that will be during any holiday or closure period;
- any activity where the school's duty of care will be exercised by contractor's staff on behalf of the school.

If agreement cannot be reached with any parent who refuses consent the student should be omitted from the activity and a different way found for the learning to be delivered for that student. Parents who object to their child participating in a low risk activity must be referred to the Head.

Consent for medical treatment – see supporting pupils with medical conditions policy  
It is school policy that no student will be allowed to participate in a Learning Outside the Classroom without having parental consent for medical treatment where such treatment is necessary. Further advice on obtaining consent is contained in Appendix H.

### Safeguarding requirements

These must be considered at an early stage of the planning. All supervisory staff or adults who are employed to instruct children must be DBS checked before being allowed to supervise a group.

### Use of private vehicles and school minibuses

The school's policy on staff using their private vehicles is contained in the school's policy on Minibus Policy, and within the Driver Checks for Licence, Insurance & MOT form.

### Training

The school will ensure that:

- the Centre Managers keep themselves up-to-date in order to help colleagues to manage risks; and
- group leaders and any other accompanying adults are appropriately trained in health and safety measures.

The school is expected to monitor the supervisory competence of all staff including teachers, support staff, trainees and volunteers.

### Finance

The Centre Managers or group leader will liaise with the Strategic Finance Lead or Headteacher over the budgeting/estimates/and costings, and the financial arrangements for the activity.

### Charging for activities

The school has to conform with the government's Charging for Activities regulations. No charges can be made for any activity in school time or which is a part of the school's general curriculum provision.

### Charging for residential visits

The school can, however, charge for the cost of board and lodging during a residential visit. The cost must not exceed the actual cost of the provision. Where the visit takes place wholly, or mainly, during normal school hours, children whose parents are in receipt of the income support set out in the current regulations will be entitled to a remission of the charges as well as a free school meal. The current regulations include:

- income based support job seekers allowance;
- income support;
- support under part vi of the Immigration and Asylum Act 1999;
- child tax credit (provided the parent is not entitled to Working Tax credit and their annual income does not exceed the annual limit laid down by the government);
- guaranteed state pension credit.

A similar entitlement applies if the visit takes place outside school hours, but is necessary as part of the national curriculum, forms part of the curriculum for a prescribed examination for which the pupil is being prepared, or the syllabus for religious education.

### Voluntary contributions

The school may ask parents for a voluntary contribution towards the cost of any activity which takes place in school hours. The contribution must be genuinely voluntary, but children of parents who are unable or unwilling to make a voluntary contribution must not be discriminated against. Where there are not enough

voluntary contributions to make the activity possible, and there is no way to make up the shortfall the activity must be cancelled.

#### Insurance issues

The school will ensure that appropriate insurance is in place to cover employees (Employer Liability Insurance) and the school's liability to the public (Public Liability Insurance). The school will determine whether insurance needs to be taken out by parents for their children and to inform the parents of this necessity and how it is to be arranged. Further details in Appendix G.

#### Equal opportunities

In implementing this policy all relevant staff must take into account the school's equal opportunities policies. Organisers and leaders of Learning Outside the Classroom must make reasonable adjustments to include would-be participants who have a disability. The school will ensure that practical measures are in place to include children 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.

#### Monitoring and review

The Centre Managers will report to the Head annually or as necessary on the working of the policy and the efficiency of the management of Learning Outside the Classroom. The Head will report to the local Management Committee annually or as directed.



## APPENDICES

### Appendix A

#### GOOD PRACTICE FOR MANAGEMENT COMMITTEES:

It is good practice for the Management Committee to:

- Ensure that the government's advice in Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies is known by the relevant governors involved in signing off proposed visits, and by the Head and Centre Manager or e-visit.
- ensure that the visit has a specific and stated objective;
- ensure through the management procedures that the Head/group leader shows how their plans comply with regulations and guidelines, including the school health and safety policy documents;
- ensure that reports of each visit are made and recorded;
- advise on the timescale for the organizing of visits;
- ensure that information and guidance provided by the LA or the DfE informs the school's policy, practices and procedures relating to the quality and health and safety of the staff and young people 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.)
- ensure that the Head and the Centre Managers are supported in matters relating to educational visits and off-site activities and that they have the appropriate time, and expertise to fulfil their responsibilities;
- ensure that the Centre Leads and group organisers and supervisors are appropriately trained;
- ask questions about a visit's educational objectives and how they will be met;
- ensure that GCC approves high risk visits as necessary before bookings are confirmed;

- ensure that the school's arrangements ensure that bookings are not completed until external providers have met all the necessary assurances; and
- ensure that the Head and the Centre Managers have taken all reasonable and practicable measures to include young people with special educational needs or medical needs on a visit.

## Appendix B

### GUIDANCE ON GOOD PRACTICE FOR THE HEAD

The Head should ensure that the government's advice in Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies is known by the Centre Leads and relevant staff.

The Head should arrange that procedures are in place which ensure that:

- visits comply with regulations and guidelines provided by the DfE, GCC and the Management Committee and the school's own health and safety and learning outside the classroom/educational visits policies;
- activities/visits are planned safely with a suitable contractor (e.g. tour operator) where appropriate;
- the centre leads and group leader are competent to monitor the risks throughout the visit;
- adequate safeguarding student procedures are in place;
- all necessary actions have been completed before the visit begins;
- risk assessment has been completed and appropriate safety measures are in place;
- training needs have been assessed by a competent person and the needs of the staff and children have been considered;
- the group leader has experience in supervising the age groups going on the activity/visit and will organise the group effectively;

- the group leader or another supervisor is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place;
- group leaders are allowed sufficient time to organise the visit/activity properly;
- volunteer staff on the visit are appropriate people to supervise children, and are trained in their duties, and have been checked;
- the ratio of young people to supervisors is appropriate;
- parents/carers have signed consent forms;
- arrangements have been made for the medical, disability and special educational needs of the children;
- adequate first-aid provision will be available;
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points; ● there is adequate and relevant insurance cover;
- the contact details of the visit's venue(s) are recorded in the school's health and safety management system;
- a scheme for contacting children' homes and parents is in place;
- the group leader, group supervisors and Centre Managers have copies of agreed emergency procedures;
- the group leader, group supervisors and Centre Managers have the names of all adults and young people travelling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin; and
- there is a contingency plan for any delays including a late return home.
- e-visit has been signed off by GCC.

In addition the Head should:

- agree the procedure for the approval of a visit/activity at school level and for submitting it to the Management Committee where relevant;
- ensure that arrangements are in place for the Management Committee to be made aware of relevant visits/activities so that questions can be asked as necessary;

- ensure that arrangements are in place for the educational objectives of a visit/activity to be inclusive, to be stated in the pre-visit documentation, and to be made known to all relevant parties;
- be aware of the need to obtain best value;
- ensure that appropriate financial management procedures are in place in line with GCC's and the Management Committee's requirements;
- ensure that there is an acceptable procedure for choosing appropriate contractors (eg tour operators) and should ensure wherever possible that the contractor has a Learning Outside the Classroom Quality badge;
- 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 (e.g. by checking that the contractor has a Learning Outside the Classroom Quality badge);
- ensure that visits are evaluated to inform both the operation of future visits and to inform training needs. Further staff training should be made available where a need is identified.
- 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;
- ensure that serious incidents, accidents and near-accidents are investigated, recorded and reported to the Management Committee;
- ensure all staff are made aware of and understand the DfE and any GCC or school guidance on emergency planning and procedures. Training and briefing sessions must be provided for staff;
- ensure that the school has emergency procedures in place in case of a major incident on visits/activities. These should be discussed and reviewed by staff. Ensure that young people, parents, group supervisors and others are given written details of these procedures;
- ensure that the Centre Manager 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 establishment base to the demands of an emergency and should have a back-up person or number;

- establish a procedure to ensure that parents are informed quickly about incident details through the home-based contact, rather than through the media or pupils;
- recognise that special arrangements must be in place for dealing with media enquiries when there is an emergency;
- check that contractors (e.g. tour operators) have adequate emergency support procedures, and that these will link to the school and/or GCC emergency procedures;
- ensure that the school's equal opportunity policies are taken into account, particularly the requirement not to discriminate on the grounds of disability.

## Appendix C

### GUIDANCE ON GOOD PRACTICE FOR GROUP LEADERS

The leader, and all other responsible adults, should be familiar with all the advice contained in government and any local guidance.

Leaders have the responsibility to oversee the preparation and execution of the visit and to ensure that safety is the prime concern. They must also ensure that the visit is a quality experience for the children that meets the stated objectives. The leader is also responsible for briefing all accompanying staff, supervisors, parents and helpers. The group leader has overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader must be approved by the Head. With specific reference to health and safety the group leader will:

- be able to control and lead children of the relevant age range;
- be suitably competent to instruct children in an activity and be familiar with the location/centre where the activity will take place;

- obtain the Head's/Centre Manager's prior agreement before any off-site visit/activity takes place;
- follow the school's safety policies, guidance and procedures;
- conduct where possible an exploratory pre-visit in order to undertake a proper risk assessment in accordance with the school policy;
- clearly define each group supervisor's role during the visit/activity, and ensure all tasks have been assigned;
- ensure that everyone is aware of and accepts the nature of the particular responsibilities and roles they will assume and that they are advised of their position with regard to personal responsibility;
- ensure that adequate first-aid provision will be available;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents/carers;
- ensure that briefing meetings are held as appropriate for the group leaders, and for children and parents;
- undertake and complete a comprehensive risk assessment for aspects of the visit /activity for which they have responsibility and ensure all accompanying adults have copies of relevant risk assessments;
- ensure that school staff and other supervisors are fully aware of what the proposed visit/activity involves.
- have enough information on the children proposed for the visit/activity to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of supervisors to children is appropriate for the needs of the group;
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ensure that group supervisors and the Centre Managers have a copy of the emergency procedures;
- ensure that the group's staff and other supervisors have the details of young peoples' special educational or medical needs which will be necessary for them to carry out their tasks effectively;

- ensure that wherever possible on a visit or activity, rendezvous arrangements with an appropriate place and time are agreed if the party should become separated. These would be best made on arrival at particular locations where possible so that suitable locations can be identified;
- ensure that every member of the group knows in advance the course of action to follow if they get lost;
- brief all the children about their tasks, arrangements, organisation, and the behaviour that is expected of them during the time of the visit/activity;
- ensure that all accompanying adults are familiar with the school's Safeguarding Policy and Procedures;
- after the visit/activity review and record the details of the visit;
- have completed the e-visit (on-line) forms for adventures activities

During a visit/activity the group leader is recommended to:

- hold a brief daily staff meeting at the start of the activity or start of the day;
- have a 'plan B' fully risk assessed and organised as a back-up;
- establish clear procedures for safe practice during the visit/activity;
- communicate information to all interested parties both on, during and after the visit/activity;
- ensure that other supervisors, assistants and adults carry out their duties and responsibilities safely and responsibly.

Whenever a party is to be subdivided, or the leader is to be absent for any reason, the party leader must make a clear delegation of responsibility to another adult. If a party leader delegates responsibility for the supervision of some, or all of the young persons, at various times to other members of the staff team, the leader must satisfy him/herself that this individual to whom they are delegating responsibility:

- is competent to take charge of the group of young persons undertaking the particular activity in this locality;
- has been fully and properly briefed as to their role and responsibilities;

- is aware of the next meeting place and time and is fully conversant with the procedure to adopt in the event of an accident, or emergency arising within the party.

The party leader must ensure that at all times during the visit or activity, each member of staff knows exactly for which children they have a responsibility and where those children are at all times and that each student knows who is the leader of their particular group.

## Appendix D

### GROUP LEADER'S CHECK LIST – Off-site visits

Organising a school Learning Outside the Classroom activity is a time-consuming business.

This checklist is to help overcome some of the organisational pitfalls and omissions.

- (i) Before deciding to do a Learning Outside the Classroom activity
  1. Read the Learning Outside the Classroom policy;
  2. Read the School Procedures on charging for Learning Outside the Classroom activities;
  3. Check proposed dates against school calendar;
  4. If minibus required, check availability and make provisional booking.
- (ii) On deciding to do an activity
  1. See the Centre Lead (with proposed itinerary and financial details) to obtain initial approval to proceed;
  2. See the Centre Lead to check regulations and requirements;
  3. Ensure that there are sufficient and suitable supervisors available;
  4. Indicate to the Centre Lead whether insurance is required or submit details of independent insurance for approval.
- (iii) On receiving approval



1. Circulate initial letter of consent and ensure all relevant information is included.
  2. Set deadline for consent to be returned.
- (iv) Normally at least 8 weeks before an adventurous activity
1. Do risk assessments and submit on e-visit.
- (v) At least 2 weeks before activity
1. Give final list to finance dept for insurance (if required).
  2. Give final names, addresses and contact numbers for children, and staff, to school office along with accommodation, transport and itinerary details. Copy complete folder to designated member of the Leadership Team and Centre Manager.
  3. Arrange 'cascade' contact system – essential on overseas visits.
  4. Arrange to withdraw a travel first aid kit
  5. Check transport and accommodation details (with tour operator if necessary).
- (vi) The week before the start of the activity
1. Collect first aid kit.
  2. Collect emergency contact details
  3. Give any revisions of party composition to office.
  4. Check with Centre Leads to find out which members of Leadership Team are available during the trip.
- (vii) After the trip
1. Write short report on the activity/visit. Include details of problems, difficult children, efficiency of tour company, etc. for help to future leaders.
  2. Keep permission and health forms for up to one year in case of problems or claims.

## Appendix E

### ASSESSING RISKS

All staff who work in schools do risk assessment for much of their time. They are good risk assessors.

The school endorses the Health and Safety Executive's (HSE's) view that risk assessment should be 'sensible' and not taken to extremes. On the other hand no member of the school staff must neglect the duty to assess significant risks. The law requires employees to take reasonable steps to deal with reasonably foreseeable risks, not to do everything possible to deal with every eventuality.

#### Simple assessments:

These will normally be sufficient for activities in the school grounds or nearby. The assessment will often reveal nothing of significance and therefore there would be no need to record them.

#### More complex risk assessment:

Where there are significant risks the school expects the Centre Managers and group leaders to follow the Health and Safety Executive (HSE) guidance. This is contained in the HSE leaflet 5 Steps to Risk Assessment.

The guidance makes the point that you may not be able to eliminate all risks but the law requires everyone to protect people as far as is reasonably practicable. The 5 steps are:

1. Find out what the hazards are.
2. Assess who might be harmed and how.
3. Evaluate the risks and decide on precautions. There is no need to carry out complicated calculations that are suggested in the guidance. In many cases the broad decision of 'ACCEPTABLE' or 'NOT ACCEPTABLE' will suffice. If the latter, you should do something to make the activity acceptable. If you cannot then you must NOT do the activity.

4. Record your findings and (most important) put them into practice.
5. Review your assessment every year or every time the activity is planned. You might have to review your assessment during the activity if the conditions have changed significantly.

#### Checklist: assessing benefit and risk

Much of what is done outside the classroom needs no greater level of care than the care taken inside the classroom.

More complex activities may need staff to answer the following questions:

1. What are the main objectives of the Learning Outside the Classroom activity?
2. What are the main benefits? What will the group learn?
3. What could go wrong?
4. Do parents need to be informed? What do they need to be told before the activity?
5. What consents need to be sought and obtained?
6. What do the children need to be told?
7. Does the group leader have the right qualifications to run the visit?
8. What assurances can be given about the competence of the other adults supervising the group?
9. Can the leader be reasonably satisfied that the group members will keep to the code of conduct?
10. How will contact be maintained with the school during the activity?

## Appendix F

### GOOD PRACTICE IN OBTAINING PARENTAL CONSENT WHERE CONSENT IS ADVISABLE

The government advises that if consent is advised the school should seek it from both parents – even if the parents are separated.

If the school cannot obtain a response from one of the parents the government advice is that the school can treat the other parent's consent as enough.

If any one parent refuses consent the school should discuss the reasons. It may be possible to modify the activity for a particular child. But in the face of a confirmed refusal the school should omit the child from the activity.

#### [Does the school need to get separate consent for medical treatment?](#)

The government advice is 'No'. Medical consent should be part of overall consent for an off-site visit.

The school should use the information form to tell parents/carers about the arrangements for emergency treatment. The school should also add that group participants will receive emergency treatment, including anaesthesia or blood transfusion, as considered necessary by the medical authorities.

Some parents/carers may refuse to sign an overall consent form because they cannot agree to medical treatment, as stated above, on religious or other grounds. The Head will inform these parents that their child will not take part in the visit, because school staff should not be expected to take on the responsibility for a child's health and safety under such circumstances.

Doctors can be expected to carry out necessary emergency treatment without parental consent. But a surgeon in another country may be reluctant to operate on one of the participants if the group leader does not have documented consent. This is another reason why it is school policy that children without an overall consent form cannot be included on the visit/activity.

A translation in the relevant foreign language of the relevant part of the consent form could be useful. This is a matter for the group leader to determine.

## Appendix G

### APPROPRIATE INSURANCE

The GCC holds employer's liability insurance against the risk of injury to their employees, and Public liability insurance, against the risk of injury to others. For a regular activity in the grounds of the school or nearby the school should consider whether to give insurance details in the information for parents. For more complex learning outside the classroom activities the school should tell the parents what insurance arrangements are in place. The school should ask parents to accept the insurance arrangements through the consent form which details them. Additional cover may be necessary for some participants or for some types of activity. Some parents/carers may cancel their child's place in an extra-curricular activity (one that takes place outside the school day or term). If the place cannot be refilled the school should forward the cancellation to the insurer and operator as soon as possible. This may help to avoid cancellation charges.

## Appendix H

### REPORTING A SERIOUS INJURY

Any serious injury to a child or young person during learning outside the classroom in the UK must, by law, be reported to the Health and Safety Executive and be recorded.

Community schools should send reports via the local authority. Other schools, academies and colleges should send reports to the HSE and a copy to the Young

People's Learning Agency (YPLA). Relevant forms can be obtained from the HSE reporting site.

Dangerous occurrences, sometimes known as near misses or near accidents, must also be reported. The relevant law is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

[What else to do after an incident; the advice to group leaders is:](#)

No-one in your group should give their version of events to the media. The names of those involved in the incident should not be revealed unless to the HSE or the police or medical professionals. Media enquiries should be referred to a designated person at school.

No-one in the group should discuss legal liability with other parties. No-one should sign anything relating to accident liability without clear advice from their employer.

[What if the police approach me?](#)

You cannot refuse to engage with the police. You may however seek legal advice, including from your union or professional association, before making a statement. If the police wish to interview you immediately, you also have the right to a duty solicitor. You must also contact the school at the earliest opportunity.

[What can I expect from an investigation into a serious incident?](#)

The government advises that when a serious incident has taken place during a learning outside the classroom activity in the UK or abroad, you should expect your employer to conduct an investigation. In fact, the HSE recommends that employers investigate serious accidents in order to learn any lessons and prevent a repeat. The HSE's Investigating accidents and incidents – a workbook for employers, union, safety representatives and safety professionals (2004) sets out straightforward ways in which this can be done.

It is good practice to identify an official who will act as the key point of contact for parents. This official should be sensitive to the family's needs and should preferably have some counselling competence. He or she should inform the family of the progress of the investigation. He or she should answer their questions as helpfully as possible, and provide them with the facts.

## Appendix I

### EXPLORATORY PRE-VISITS

An exploratory visit must be made by any member of staff who is to lead a group abroad, or on a residential visit or in a location that is not familiar to them. For remote expeditions a prior visit may not be possible. The Headteacher/Centre Manager/GCC will determine whether the risk assessment and proposed risk controls are acceptable. This will enable leaders to gain first-hand knowledge of the area and facilities. This knowledge will then inform the risk assessment and pre-planning. Some contractors (providers), e.g. school-travel specialist companies, may offer a pre-visit for the group leader free of charge. This can enable the leader to gain a direct experience of the venue and environment and assist their appraisal of the contractor's risk assessment.

If it is not possible for the leader to visit the site/area beforehand, the leader must make every effort to collect all appropriate information. He/she must be able to satisfy both the Centre Manager (and where relevant the Head) that these alternative arrangements are sufficient for a risk assessment to be made.

If using the facilities of a contractor, e.g. school-travel specialist company, the leader should also arrange a meeting with the local representative or manager in order that both parties can be kept fully informed and any concerns can be raised. Any points discussed should be noted in writing.

## Appendix J

### EMERGENCY PROCEDURES FOR OFF-SITE ACTIVITIES

Despite good planning and organisation, there may be accidents and emergencies that require an on-the-spot response. In the first instance the Head should be contacted by telephone during school hours and at home out of hours. If not available, the Deputy Head should be contacted. The Centre Manager should be contacted. Details of the school's agreed emergency procedures, including key telephone numbers, are available from the Centre Manager.