

THOMAS
GAINSBOROUGH
SCHOOL



Educational Visits Policy

March 2017
Review September 2019

*Excellence:
for each, for all*

Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Thomas Gainsborough School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Aims and purposes of Educational Visits

The school has a strong commitment to the added value of learning outside the classroom and beyond the school premises. It will seek to provide a broad & balanced range of Learning Outside the Classroom opportunities for all its students.

Each year the school will arrange a number of activities that take place off the school site and out of school hours, which support the aims of the school. The range of activities which the Governing Body has given its approval includes:

- Out of hours Clubs (music, drama, art, science, sport, homework etc)
- School sports teams
- Regular local visits (places of worship, swimming, other local amenities)
- Day visits for particular groups
- Residential visits
- Overseas visits
- Adventurous Activities.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Thomas Gainsborough School:

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

See National Guidance www.oeapng.info for more information.

All appendices can be found on Evolve under 'Establishment Resources'

Types of visit

There are three types of visit:

1. Small scale local visits and school PE fixtures (see appendix 1)
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. Approval for residential trips needs to be sought from governors of which notes will be recorded in full governors meeting minutes. Individual governors may request 'read-only' access to EVOLVE.

Samuel Ward Academy Trust is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

Staff Competence

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Headteacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.

- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Staffing of school trips should only include members of the school community. The school values and recognises the contribution of volunteer adults and parent helpers assisting with Educational activities and visits. Any volunteer will be approved by both the Headteacher and Visit Leader and is entered on the voluntary helpers list kept by the School. They will be carefully briefed on the scope of their responsibility. Where it is appropriate the school will ensure that DBS screening is available for volunteers.

The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and/or other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

Day visits with both male and female students will ordinarily be accompanied by both male and female staff and any decisions regarding this matter will be at the discretion of the Headteacher. All overnight and residential trips but be accompanied by both male and female staff.

Staff family members must not accompany trips unless they are part of the school community.

Visit staff will not be under the influence of alcohol or other drugs such that their ability to recognise hazards or respond to emergencies is in any way restricted.

Risk assessment

The Visit Leader will seek to identify any significant risks from any activity that is under their control and take appropriate steps to ensure all participants are safe. Good practice precautions and safety measures will be taken and this will be recorded in a risk assessment.

External Activity Providers

Where external contractors are involved in organising all or part of the visit, the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school accounts.

The Visit Leader will make appropriate checks before committing the school to the contract. This will include seeking assurances about health and safety, and any accreditation and licensing. Wherever possible the school will seek to use holders of the Learning Outside the Classroom Quality Badge for which no Providers Contracts or other assurance checks are required.

Approval

Permission to run any trip must be sought from the EVC and Headteacher prior to any communication with students and parents / carers.

The approval process is as follows for each type of visit:

1. Local visits follow the 'Small Scale Local Visits and Sports Fixtures' policy (appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 7 working days in advance, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') must be submitted at least 6 weeks in advance to the EVC and are then submitted by the Head to the Sam Ward Academy Trust (via Evolve) for approval.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the Samuel Ward Academy Trust.

Educational Visits Checklist

Thomas Gainsborough School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. Thomas Gainsborough School's Educational Visits Checklist may be downloaded from EVOLVE Establishment Resources (appendix 3)

Parental Consent

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, through a traditional paper consent form (appendix 4).

The expectations of Pupils and Parents

The school has a clear code of conduct for school visits based on the school 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents. Students, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The Visit Leader will consider whether such pupils should be sent home early and parents will be expected to cover any costs of the journey home early.

Inclusion

In accordance with National Guidance (appendix 5).

Charging / funding for visits

The school may invite, but not require, parents to make voluntary contributions for school activities in order to enhance what is otherwise provided. There is no obligation to contribute and students will not be treated any differently according to whether or not their parents have made a contribution.

The school will comply with the law in relation to charges that may be made for the cost of activities provided outside school hours, within school hours and for board and lodging on residential courses.

The school has a policy on remission of charges.

Transport

Minibus- The member of staff driving the bus must complete all appropriate checks as outlined on the 'Minibus Check Sheet' (appendix 6a, b, c) which can be found in the minibus packs. The driver must also check that all students are wearing seatbelts prior to departure. Each trip must take travel arrangements into account when writing their risk assessment.

Use of staff cars to transport pupils – See 'Transport in Private Cars' guidance (appendix 7). This is at the discretion of Headteacher.

Insurance

Provided by Marsh Travel Insurance.

Appendix 1 –Small Scale Local Visits and Sports Fixtures

These are small scale trips and visits that are in a reasonable locality to school and take place within the times of the extended school day. These trips are at discretion of the Headteacher and staff must seek approval from the EVC and Headteacher prior to a trip leaving the school site. Staff are allowed to lead trips of this kind without completing the EVOLVE visit approval process, provided they follow the procedures below.

- Seek approval from the EVC and Headteacher at least 48hrs in advance.
- Complete and edit a 'Local Area Risk Assessment' (appendix 1a) and have this approved by EVC before the trip departs (see Evolve Establishment Resources).
- Issue letters and consent forms to parents / carers.
- Liaise with trips administrative support regarding trip packs and medical buckets.

Sports Fixtures

- Parents / carers of students who represent the school off site must have completed a 'Sports Fixtures Approval Form' (appendix 1b). All forms should be copied and left in a folder in alphabetical order in a secure place at Student Services at all times. Staff leading school fixtures must either take all forms with them or create a 'Team Sheet' which details all necessary medical and emergency contact information for students.
- A generic risk assessment must be created by the Head of Physical Education and shared with all staff leading school fixtures. The Head of PE must be confident that any members of staff leading fixtures are competent in their role.
- A team sheet must be left at Main Reception prior to departure.

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card ([Available via www.oeap.info](http://www.oeap.info))

7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry an LA Emergency 'Card' (see EVOLVE Resources).

Emergency Planning Documents Available on Evolve Establishment Resources

- Minibus Check Sheet (appendix 6a, b, c)
- OEAP National Guidance Emergency Action Card (appendix 2b)
- EAP- Minibus breakdown (appendix 2c)
- EAP-Minibus / Car Accident (appendix 2d)
- EAP- Critical Incident- Sudden illness or injury (appendix 2e)
- Record of events (appendix 2f)

Thomas Gainsborough School

Risk-Benefit Assessment Record

School/Group:	Destination:	
Purpose: Standard Local Field Trip	Visit Leader:	Date:

Benefits		
<p>State here the benefits that participants will gain if this activity goes ahead. This could cover areas such as increased confidence, sense of achievement, freedom, physical development, contact with nature etc</p>	<p>To bring reality, context and understanding to work carried out in the classroom – a visit not only makes a memorable experience but it reinforces learning in a powerful way.</p>	
Risk	Precautions	Responsibility
<p>List here the significant risks you have identified. Consider the venue (and transport to and from if appropriate), the group (including any special needs or challenging behaviour), and the activity.</p>	<p>State here the precautions that reduce the risk to an acceptable level. Include precautions already in place, and those that need to be put in place before the activity. If the precautions are already listed in a separate set of procedures, just confirm that these will be followed.</p>	<p>State who is responsible for checking that the precautions are in place. Note any specific action required (e.g. informing staff and participants).</p>
<p>All incidents and accidents</p> <p>Click to view OEAP National Guidance</p> <p>Click to download OEAP guidance on managing emergencies.</p> <p>Click to download OEAP emergency action card</p>	<ul style="list-style-type: none"> • Leaders trained, competent and experienced lead visit and are aware of the key information within OEAP National Guidance. • Group leader to undertake preliminary visit to check venue(s) and identify particular hazards • On-going dynamic assessment during the visit. <p>Staff briefed re the following:</p> <ul style="list-style-type: none"> • Supervisory responsibilities, including any specific responsibilities e.g. First Aid, medication, spending money • Emergency procedures – communication, mobile phones <p>Students appropriately briefed to include the following:</p> <ul style="list-style-type: none"> • Expected standards of behaviour/Code of Conduct and pertinent safety rules • Emergency procedures – what to do if lost or separated from group, or there is an incident 	<p>Head and EVC ensure visits leaders have the knowledge and competency to deal with all incidents which may occur.</p> <p>Visit leader to brief staff and ensure key information has been shared.</p>

<p>Hazards specific to venues which are open to the public.</p> <p>Including</p> <ul style="list-style-type: none"> - Dealing with crowds - Supervision in multiple rooms - uneven building - spiral staircases, steps, low doorways etc - opportunities to climb - Individuals separated or lost. - Confrontation with members of public <p>Click to download guidance on effective supervision</p>	<ul style="list-style-type: none"> o All visit staff to be familiar with guidance offered by venue, emergency and first aid procedures, facilities lay out and how to contact duty staff if required. o Group to be fully briefed regarding required behaviour, potential hazards, any “no-go areas”, and all relevant safety measures / procedures – particular mention will be made of: <p>Delete and add as appropriate -</p> <ul style="list-style-type: none"> o <i>meeting points and timings</i> o <i>individuals are never left on their own by other members of their group</i> o <i>system for contacting staff in emergency - young people to have ID cards with contact details of leader’s mobile number</i> o <i>give out maps / plans of the venue</i> o <i>young people will operate buddy system - each responsible for named other(s) and must accompany each other at all times (inc. visits to the toilets)</i> <ul style="list-style-type: none"> o All leaders will have an established contingency plan for dealing with lost group member 	<p>Visit leader to brief staff and ensure key information has been shared.</p> <p>Visit leader to ensure pupils are fully briefed</p>
<p>Special needs of specific young people</p> <ul style="list-style-type: none"> - Medical - Behaviour <p>Click to download OEAP medication guidance</p>	<ul style="list-style-type: none"> • Obtain information from parents/carers and/or GP/Consultant as appropriate. • Individual risk assessments to be carried out if required • Additional supervision to be arranged if required 	<p>Visit leader to obtain information brief staff on additional measures to support individuals.</p>
<p>Major incident whilst travelling</p> <ul style="list-style-type: none"> - collision - breakdown <p>Click to download general transport guidance</p>	<ul style="list-style-type: none"> • Be aware of Travel company’s response times for replacement vehicle in the event of a breakdown or minor accident. • Agree an emergency procedure with your travel company regards disembarking pupils while waiting of emergency services after minor accident. • All passengers to be evacuated away from passenger side of vehicle to safe resting place, well away from passing vehicles • If above not possible, passengers will be instructed to sit on side of vehicle furthest from moving traffic and remain wearing seat belts 	<p>Visit leader to link with any existing risk assessments regarding –</p> <ul style="list-style-type: none"> - Minibus travel - Coach Travel - Lone working - Staff/ Volunteers. Parents travel pupils In own cars
<p>Weather extremes</p>	<p>Protective clothing etc. according to time of year and weather forecast</p>	<p>Visit leader to check weather and agree action.</p>

Standard Local Field Trip

Review:

Record here any additional safety issues that arise during the activity and any safety concerns raised by staff or participants

Risk	Precautions	Responsibility

Reviewed by :

.....

Date.

.....

PARENT/CARER CONSENT FORM REGULAR SPORT FIXTURES

School/Establishment: **THOMAS GAINSBOROUGH SCHOOL**

Young person's name: _____ Tutor Group: _____

I hereby agree to my child participating in standard sports fixtures on and off the school site.

I understand that:

- Such activities will normally take place within the school day, but that if, occasionally, they are likely to extend beyond this, adequate advance notice will be given so that I may make appropriate arrangements for my child's return home.
- My specific permission will be sought for any out-of-school sport fixture which could involve commitment to extended journeys, times or expense.
- All reasonable care will be taken of my child in respect of the sports fixture.
- My child will be under an obligation to obey all directions given and observe all rules and regulations governing the sports fixture and will be subject to all normal school discipline procedures during the fixture.
- I will inform the school of any medical condition or physical disabilities below, and/or as and when they arise.
- I also give photo consent for use on the school website, newsletter and PE department twitter page.

Full name of Parent/Carer: _____

Tel: _____ Mobile: _____

Medical information:

PHOTO CONSENT Yes No

Signature of Parent/Carer: _____ Date: _____



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 breath – 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

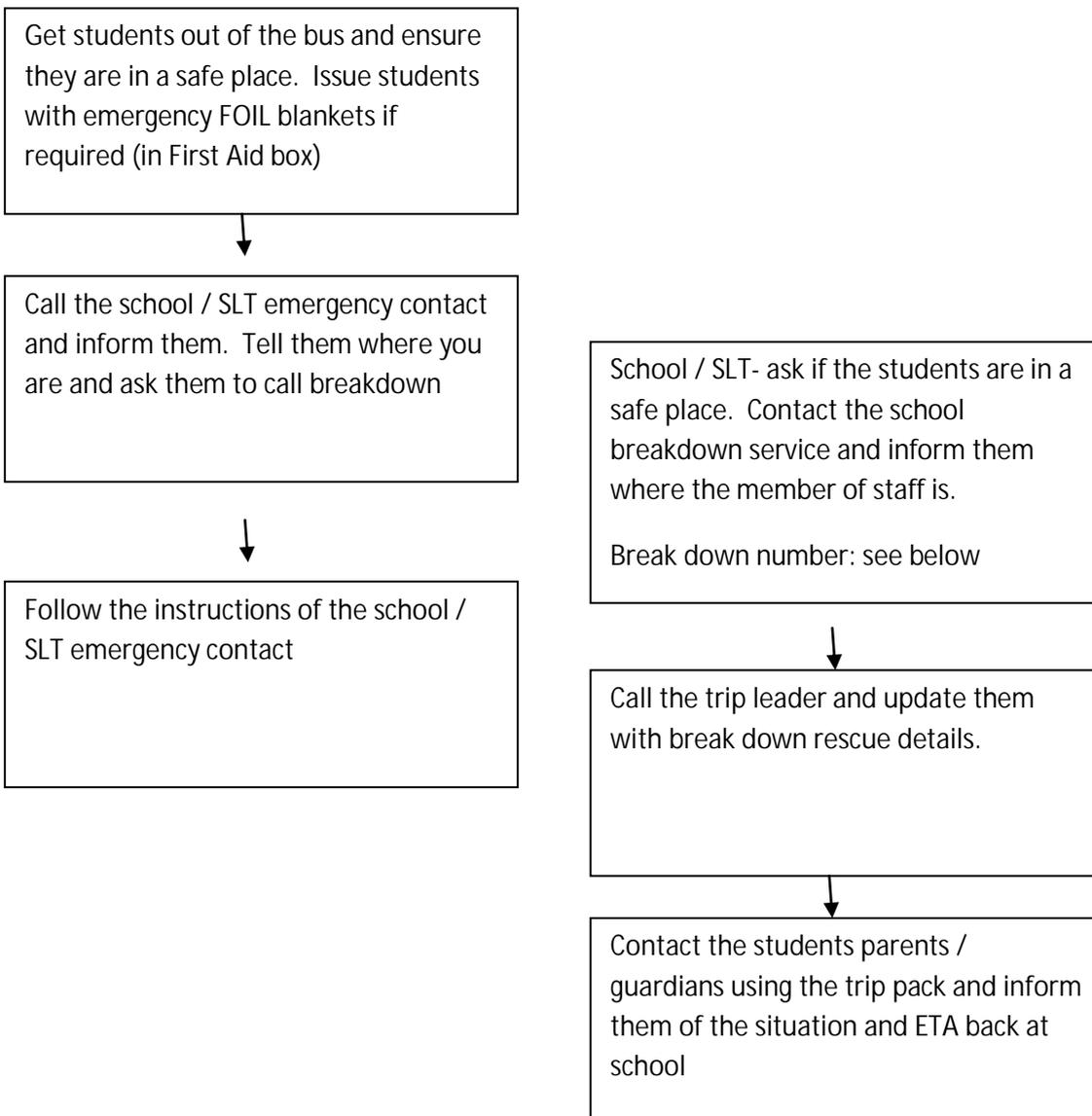
Once the immediate situation is contained:

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

Emergency Action Plan: MINI BUS BREAKDOWN



Emergency 24 Hour Claims Contact Information

Insurer Name	Helpline Product	Helpline Number
ERS	Accident	0345 609 1284
ERS	Windscreen	0345 602 3378
ERS	Breakdown	0800 085 0361

- Insurance policy number: CV/CV-026430715/31/12

Emergency Action Plan: MINI BUS / CAR ACCIDENT

Trip Leader Role

SLT Emergency Contact Role

Assess the situation. If students are able to get out of the vehicle get them to a safe place.

Record process on Incident Record Form and ask trip leader to do the same.



In the event of an EMERGENCY – get students to a safe place if possible and call 999. Follow the advice from the emergency services. You will need to provide the following information:

- Your name and the group name
- Location
- Nature of emergency and number of injured persons
- Action so far

School / SLT- ask if the students are in a safe place. Tell them that you will arrange for students to be collected from the scene if appropriate and that you will contact parents of students. Call the headteacher.



In the event of a serious accident with injured students – contact the closest member of SLT and ask them to attend the scene. Inform the headteacher.



Ask the students not to contact parents / guardians to avoid mass panic and confusion. Call the school / SLT emergency contact:

- tell them what has happened,
- where you are
- if the students are ok
- the names and details of injured students

Contact the school insurance company and inform them where the students are staff are and what has happened.

Insurance Co No: 0345 609 1284

- Insurance policy number: CV/CV-026430715/31/12



In the event of serious injury- a member of SLT will attend the scene if possible. Stay with the students and hand the care of the student over to the emergency services- ASK the PARAMEDICS which HOSPITAL the student will be going to. Tell the SLT emergency contact

Call the trip leader and update them with information. Arrange for a mini bus to collect the students and ensure an SLT member of staff goes to school to see the safe return of the students and staff.



Follow the instructions of the school / SLT emergency contact. Fill in the table overleaf.

Contact the students' parents / guardians using the trip pack and inform them of the situation and ETA back at school / hospital if appropriate.

Details to be taken from other driver / s

Driver Details	
Name	
Address	
Tel NO.	
Registration	
Insurance Company Name and Number	
Date	
Time of incident	
Details of what happened.	

Driver Details	
Name	
Address	
Tel NO.	
Registration	
Insurance Company Name and Number	
Date	
Time of incident	
Details of what happened.	

Emergency Action Plan: Incident i.e. sudden illness or injury

Trip Leader Role

Assess the situation.
Preserve life
Prevent the condition from worsening
Promote Recovery



In the event of an EMERGENCY – get students to a safe place if possible and call 999. Follow the advice from the emergency services. You will need to provide the following information:

- Your name and the group name
- Location
- Nature of emergency and number of injured / unwell persons
- Action so far



Call the school / SLT emergency contact:

- tell them what has happened,
- where you are
- if the students are ok
- the names and details of injured students



In the event of serious injury- a member of SLT will attend the scene if possible. Stay with the students and hand the care of the student over to the emergency services- ASK the PARAMEDICS which HOSPITAL the student will be going to. Tell the SLT emergency contact



Follow the instructions of the school / SLT emergency contact. DO NOT SPEAK TO THE MEDIA. Ask the students NOT to contact parents / guardians to avoid mass panic and confusion.

SLT Emergency Contact Role

Record process on Incident Record Form and ask trip leader to do the same.

School / SLT- ask if the students are in a safe place. Tell them that you will arrange for students to be collected from the scene if appropriate and that you will contact parents of students. Call the headteacher.



In the event of a serious accident with injured students – contact the closest member of SLT and ask them to attend the scene if possible. Inform the headteacher.



Consider other people who may need contacting:

- Police
- Embassy / consulate abroad
- Local Accommodation / contact
- Tour Operator / Provider



Call the trip leader and update them with information. Ask them to remain calm and remind them to ask someone to record what is happening.



Contact the students' parents / guardians using the trip pack and inform them of the situation when appropriate.

Appendix 2f

Emergency Action Plan- Recording an Incident

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.
Record the following:

	Trip leader name	Person filling out form
Time, date and nature of the incident.		
Accurate incident location.		
Names of casualties	Names	Details of injuries
Action taken, including all communications		

Names of others involved but not injured	
Details of any moves from the incident site (times, who moved, where to, how).	
Names and contact details of witnesses	
Actions to be taken	

Thomas Gainsborough School **Educational Visits Checklist**

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit:

1. Have the intended outcomes of the visit been clearly identified? (see Section 4) yes
2. Is the visit appropriate to the age, ability and aptitude of the group? yes
3. Has there been suitable progression/preparation for participants prior to the visit? yes
4. Does the visit comply with any guidelines specific to your Establishment? yes
5. Does the visit comply with any specific LA guidelines? (see relevant sections) yes
6. If a member of staff is going to lead an adventurous activity, have they been 'approved' by the LA? (see Section 28) yes n/a
7. If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29) yes n/a
8. Are transport arrangements suitable and satisfactory? (see Section 14) yes n/a
9. If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17) yes n/a
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18) yes n/a
11. Has a pre-visit taken place? (normal procedure for most visits within the UK). If not, have appropriate additional checks been made? yes
12. Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations). yes
13. Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability? yes n/a
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? yes
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role? yes
16. Are all support staff aware of and comfortable with their roles? yes
17. Are all helpers aware of and comfortable with their roles? yes
18. If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? (see Section 7 and ESN Form) yes
19. Is insurance cover adequate? (see Section 13) yes
20. Does at least one member of staff know the participants that are being taken away, including any behavioural traits? yes

- Have participants been advised in advance about expectations for their behaviour?
21. If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff? yes
22. Are participants aware of the nature and purpose of the visit? yes
23. Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 9) yes
24. Have all relevant details been issued? (eg. itinerary, kit lists, etc?) yes n/a
25. Are staff aware of any medical needs and/or other relevant details of participants? yes
26. Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? yes n/a
27. Are staff aware of any relevant medical conditions of other staff/helpers within the group? yes n/a
28. Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? (see Section 12) yes
29. Is a first aid kit (appropriate to the visit) available? (see Section 12) yes
30. Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained? yes
31. For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts? yes n/a
32. Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)? yes
33. Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27) yes
34. Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? (see Section 19) yes n/a
35. If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (see Section 16) yes n/a
36. A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? yes n/a
37. Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? yes n/a
38. Does any specialist equipment conform to the standards recommended by responsible agencies? yes n/a
39. Have all financial matters been dealt with appropriately? yes
40. Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)? (see Section 3) yes
41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA ? (see Section 3) yes n/a

During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours? yes
43. Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)? yes
44. Do staff have sufficient funds to allow for any contingencies? yes n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc? yes n/a
46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed? yes
47. Are participant numbers being checked at appropriate times? yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? yes n/a
49. Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.) yes n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively? yes n/a
51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet? yes n/a
52. Do participants know what action they should take if they become separated from the group? yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? yes

At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants? yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator? yes n/a
56. Has the group been debriefed and any relevant follow-up work completed? yes n/a
57. Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc? yes
58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits? yes
59. Have all staff and helpers involved in the visit been thanked for their input? yes

Example of a visit letter. Where possible try to fit on one page / if the letter goes over two pages, please do not print back to back.

Text in bold has to go in ALL visit letters that are during the school day. Text in italic only go in visit letters where applicable

Day and date

Trip to

Dear Parents/Carer,

State where the visit is to and when. State reason for visit (aims and objectives, how it enhances the curriculum, etc.)

Departure and return times.

State how they will be travelling to destination, coach/train etc.

Your child will need to bring (clothing requirements, packed lunch/or money to purchase food etc).

Students who are entitled to free school meals will be provided with a free packed lunch they will however, need to bring a drink with them. Please indicate on the reply slip below if your son / daughter requires this.

A voluntary contribution of £... is required towards the costs of this visit. Without this voluntary contribution from each student this visit may not be able to take place. Please enclose this in the form of cash / cheque (please make cheques payable to Samuel Ward Multi Academy Trust) (a few visits will not need this sentence to be added please check with SMA)

This is an educational visit and the school expects students to behave in a responsible manner at all times and accept staff instructions without question. We ask that you re-enforce the requirement for exemplary behaviour before your son/daughter takes part in this visit.

Please return the attached Parental Consent form along with your voluntary contribution of £..... to Mrs Griss in Student Services no later than.....

If you would like to discuss finances or require any further details please do not hesitate to contact me on the main school number or via email@tgschool.net.

Yours sincerely

Staff signature

Name of staff

Please return to Mrs Griss in Student Services no later than

Thomas Gainsborough School

Visit to.....on

Student Name Tutor Group.....

Student Medical Information

.....

Packed lunch required yes/no _____ (only use if this is applicable to the visit)

I/We give permission for my/our son/daughter to take part in the above visit.

I/We enclose cash / cheque for the sum of £.....? Date.....

Signed Parent / Guardian..... Print Name.....



Inclusion

The introduction of the Equality Act 2010, which replaced previous anti-discrimination Acts and regulations, made only a few changes to the substance of existing law and it can be assumed that decisions made by the Courts in cases decided under previous law remain relevant.

The Equality Act states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments.

Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every *reasonable* effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

The principles of inclusion should be promoted and addressed in policy and practice, ensuring:

- an entitlement to participate.
- accessibility through adaptation or modification, including the provision of auxiliary aids and services.
- integration through participation with peers.

Care should be taken not to cause indirect discrimination. For example, arranging a residential visit during a religious festival or holiday might prevent pupils of certain religions being able to attend.

In making decisions, an educational establishment may have to balance the need to provide the best possible educational outcomes for all pupils with the need to meet the particular needs of individuals. Sometimes it may not be possible to make reasonable adjustments to include a young person in a specific visit or activity, nor to provide the whole group with a suitable alternative, perhaps because of a severe disability. It is not necessary to deprive the rest of the group of worthwhile opportunities, if it is genuinely impossible to find a suitable way of including everyone. However, if a young person is excluded from a visit or activity, even for good reasons, the impact of this – such as on attitudes and relationships across a school – must be considered, and consideration given to the provision of a suitable alternative. The burden of proof is on the establishment, to show that what happened was for a reason other than unfair discrimination.

Any adjustments that are made in order to include a disabled young person should not impinge unduly on the planned purpose of the activity. As an example, it may not be appropriate for a parent to accompany a child on a residential visit where the planned learning outcomes of the visit include "developing independence" and "developing relationships".

A decision to exclude a young person should not be taken lightly, and only after consultation with those who have responsibility for the young person, including (as appropriate) the head teacher/manager, visit leader, class teacher, parents, any support staff, any third party provider, and possibly their GP.

Exclusion on the grounds of behaviour

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other members of the group, or the leaders. The Equality Act protects people from discrimination and harassment based on the 'protected characteristics'. Where a young person has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies.

When a young person is excluded on these grounds, you should consider providing alternative ways of achieving the same learning outcomes.

Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:

- identifying the issue at the earliest stage of planning.
- involving all interested parties.
- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit.
- establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude.
- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues.
- ensuring that what is expected of staff is reasonable and within their competence.
- recording this process.



MINIBUS OPERATIONS SHEET AND INVOICE

Drivers are legally responsible for the vehicle and passengers at all times while in their charge

All drivers must check the condition of the vehicle before departing

Any problems please contact the Minibus Co-ordinator

When vehicle is returned please ensure that the interior is in the same condition as it was at the beginning of hire. A £10 charge will be imposed if cleaning is required.

SCHOOL CHECKS					
1 Engine fluid levels		OK		Not OK	
2 Exterior of vehicle	Damage	No		Yes	Specify
3 Interior of vehicle	Damage	No		Yes	Specify
4 Tyres		OK		Not OK	
5 Lights		OK		Not OK	
Signed					Date

DRIVER CHECKS					
1 Exterior of vehicle	Damage	No		Yes	Specify
2 Interior of vehicle	Damage	No		Yes	Specify
3 Tyres		OK		Not OK	
Signed					Date

DRIVER AND JOURNEY DETAILS - DRIVER TO COMPLETE ALL BOXES					
Department/Organisation					
Address					
Telephone No.					
Driver(s)					
Destination					
Date Out			Time Out		
Date Returned			Time Returned		

		INVOICE DETAILS	OFFICE USE ONLY
Milometre reading at END of journey		Costing: 65p/mile or a minimum of £15.00	
Milometre reading at START of journey			£
Miles covered in total		Total Hire	£
		Less Incidentals	£
Defects on Return		Total Payable	£
		Invoice Number	
		Date of Invoice	
Cheques payable to Thomas Gainsborough School within 30 days. Receipt issued on request		VAT Number	104178791
		Date Payment Received	

Minibus: AV12 XBK

In the event of a breakdown:

Emergency 24 Hour Claims Contact Information

Insurer Name	Helpline Product	Helpline Number
ERS	Accident	0345 609 1284
ERS	Windscreen	0345 602 3378
ERS	Breakdown	0800 085 0361

In the event of an accident out of hours:

Report to Tracey Metson on 07969175958 (01787373537) or Amie Butcher on 07971417626

You will need to quote the type of vehicle, weight, size etc.

- AV12 XBK:
- Ford Transit 135 T430 17 seat RWD
- Measured vehicle weight: 2818kg
- GVW 4100kg
- 2198cc, 2 axle rigid body
- Year of manufacture: 2012
- Insurance policy number: CV/CV-026430715/31/12

Make sure you know which road you are on and the exact location.

In the First Aid box you will find silver blankets-if cold please use them.

Details to be taken in the event of an accident:

Driver Details	
Name	
Address	
Tel NO.	
Registration	
Insurance Company Name and Number	
Date	
Time of incident	
Details of what happened.	

MINIBUS OPERATIONS SHEET AND INVOICE

Drivers are legally responsible for the vehicle and passengers at all times while in their charge

All drivers must check the condition of the vehicle before departing

Any problems please contact the Minibus Co-ordinator

When vehicle is returned please ensure that the interior is in the same condition as it was at the beginning of hire. A £10 charge will be imposed if cleaning is required.

SCHOOL CHECKS					
1 Engine fluid levels		OK		Not OK	
2 Exterior of vehicle	Damage	No		Yes	Specify
3 Interior of vehicle	Damage	No		Yes	Specify
4 Tyres		OK		Not OK	
5 Lights		OK		Not OK	
Signed					Date

DRIVER CHECKS					
1 Exterior of vehicle	Damage	No		Yes	Specify
2 Interior of vehicle	Damage	No		Yes	Specify
3 Tyres		OK		Not OK	
Signed					Date

DRIVER AND JOURNEY DETAILS - DRIVER TO COMPLETE ALL BOXES			
Department/Organisation			
Address			
Telephone No.			
Driver(s)			
Destination			
Date Out		Time Out	
Date Returned		Time Returned	

		INVOICE DETAILS	OFFICE USE ONLY
Milometre reading at END of journey		Costing: 65p/mile or a minimum of £15.00	
Milometre reading at START of journey			£
Miles covered in total		Total Hire	£
		Less Incidentals	£
Defects on Return		Total Payable	£
		Invoice Number	
		Date of Invoice	
Cheques payable to Thomas Gainsborough School within 30 days. Receipt issued on request		VAT Number	104178791
		Date Payment Received	

Minibus: ND07 FKN

In the event of a breakdown:
Emergency 24 Hour Claims Contact Information

Insurer Name	Helpline Product	Helpline Number
ERS	Accident	0345 609 1284
ERS	Windscreen	0345 602 3378
ERS	Breakdown	0800 085 0361

In the event of an accident out of hours:

Report to Tracey Metson on 07969175958 (01787373537) or Amie Butcher on 07971417626

You will need to quote the type of vehicle, weight, size etc.

- ND07 FKN:
- Ford Transit 100 17 seat RWD
- Measured vehicle weight: 2731kg
- GVW 4100kg
- 2402cc, 2 axle rigid body
- Year of manufacture: 2007
- Insurance policy number: CV/CV-026430715/31/12

Make sure you know which road you are on and the exact location.

In the First Aid box you will find silver blankets-if cold please use them.

Details to be taken in the event of an accident:

Driver Details	
Name	
Address	
Tel NO.	
Registration	
Insurance Company Name and Number	
Date	
Time of incident	
Details of what happened.	

Appendix 6c

Thomas Gainsborough School
Wells Hall Road, Gt. Cornard, Sudbury, Suffolk CO10 0NH
Telephone 01787 375232

MINIBUS OPERATIONS SHEET AND INVOICE

Drivers are legally responsible for the vehicle and passengers at all times while in their charge

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SCHOOL CHECKS					
1 Engine fluid levels		OK		Not OK	
2 Exterior of vehicle	Damage	No		Yes	Specify
3 Interior of vehicle	Damage	No		Yes	Specify
4 Tyres		OK		Not OK	
5 Lights		OK		Not OK	
Signed					Date

DRIVER CHECKS					
1 Exterior of vehicle	Damage	No		Yes	Specify
2 Interior of vehicle	Damage	No		Yes	Specify
3 Tyres		OK		Not OK	
Signed					Date

DRIVER AND JOURNEY DETAILS - DRIVER TO COMPLETE ALL BOXES			
Department/Organisation			
Address			
Telephone No.			
Driver(s)			
Destination			
Date Out		Time Out	
Date Returned		Time Returned	

		INVOICE DETAILS	OFFICE USE ONLY
Milometre reading at END of journey		Costing: 65p/mile or a minimum of £15.00	
Milometre reading at START of journey			£
Miles covered in total		Total Hire	£
		Less Incidentals	£
Defects on Return		Total Payable	£
		Invoice Number	
		Date of Invoice	
Cheques payable to Thomas Gainsborough School within 30 days. Receipt issued on request		VAT Number	104178791
		Date Payment Received	

January 2017

Minibus: AY12 XAH

In the event of a breakdown:

Emergency 24 Hour Claims Contact Information

Insurer Name	Helpline Product	Helpline Number
ERS	Accident	0345 609 1284
ERS	Windscreen	0345 602 3378
ERS	Breakdown	0800 085 0361

In the event of an accident out of hours:

Report to Tracey Metson on 07969175958 (01787373537) or Amie Butcher on 07971417626

You will need to quote the type of vehicle, weight, size etc.

- AY12 XAH:
- Ford Transit 135 T430 17 seat RWD
- Measured vehicle weight: 2818kg
- GVW 4100kg
- 2198cc, 2 axle rigid body
- Year of manufacture: 2012
- Insurance policy number: CV/CV-026430715/31/12

Make sure you know which road you are on and the exact location.

In the First Aid box you will find silver blankets-if cold please use them.

Details to be taken in the event of an accident:

Driver Details	
Name	
Address	
Tel NO.	
Registration	
Insurance Company Name and Number	
Date	
Time of incident	
Details of what happened.	



Transport in Private Cars

Careful thought must be given to planning appropriate transport for off-site activities and visits. Statistics demonstrate that it can be more dangerous to travel to an activity than to engage in it, and establishments must follow any guidance from their employer about transport.

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures.

As a minimum, recorded procedures must address the following:

- a) Seeking evidence that the vehicle is roadworthy. e.g. MOT certificate where relevant.
- b) Seeking evidence that the driver holds an appropriate and valid licence.
- c) Seeking evidence that there is a valid insurance policy covering the intended use. This requires that employees have "business use" cover.
- d) Ensuring that there is explicit parental consent to transport pupils in private cars and by specified persons.
- e) Ensuring that drivers properly understand their duty of care in this situation.

The driver of any vehicle transporting children or young people cannot drive and supervise at the same time. Therefore a key judgement needs to be made about the likely behaviour and individual needs of the passengers. If any of the children or young people may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted.

In addition, establishments who wish to use volunteer helpers or other young people to help transport pupils in their own cars must ensure that they are aware of their legal responsibility for the safety of the young people being transported.

Other than in an emergency situation, or where there is a specific job requirement as a day-to-day duty, staff or volunteer adult helpers transporting young people should not be put in a position where they are alone with a young person.

There are specific requirements for early years settings. The Early Years Foundation Stage Statutory Framework 2008 requires the following:

"Records should be kept about vehicles in which children are transported, including insurance details and a list of named drivers. Drivers using their own transport should have adequate insurance cover".

