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Learning Outside the Classroom Policy

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Document control

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Deep dive review during 2019-2020	Commissioned from Process Quality Assurance Advisor
Review during April – May 2021	Paragraph 6.4 added to reflect impact of Covid system of controls on educational visits. Section 11 updated to reflect school becoming a member of the DfE's Risk Protection Arrangement.

1.0 Introduction

1.1 The Governing Body recognises the enriching nature of educational visits be they specifically related to the curriculum or of a more generalised educational value, and recognises, that visits can enhance the school's educational provision

1.2 The enrichment and enhancement will be most clearly experienced if:

- The aim and purpose of any visit is clearly established
- The increased duty of care falling upon staff organising and accompanying and visit is recognised
- Any visit which replaced timetabled lessons for any period of time only takes place if it is essential and genuinely complements or supplements the quality of a pupil's normal learning experience
- Detailed and effective planning is a feature of any visit
- All educational visits have a clear and appropriate educational purpose

2.0 Scope of the Policy

2.1 Activities can range from local visits during lesson time through to adventurous activities, residential courses and foreign travel. Whatever the context, it should be recognised that working with young people out of school bring significant additional responsibilities and that vigilance is required at all times

2.2 The Governing Body recognises the importance of keeping broadly in step with the LA and its policies on educational visits and overnight stays. Indeed the Governing Body recognises that there exists specific activities upon which the LA must be given the option of commenting before the activity is planned or takes place.

2.3 The principles described are intended to cover all types of visits. However, the level of risk assessed will determine the level and type of precautions most appropriate for that particular visit.

2.4 The school recognises the enhanced duty of care, the need to ensure the maximum possible safety of all participating in the visit at all times, and the need to ensure that for every visit there is appropriate planning, risk assessments and supervision.

2.5 The discrete elements of this policy must, therefore, be applied to all visits, such as:

- Local fieldwork undertaken within the confines of one lesson or specific school sessions
- Curriculum related visits which occupy one full school day, or which require a stay of one or more nights away from home
- Evening visits
- Visits which, whilst generally educational, are essentially of a recreational nature operating at a weekend or during a holiday period

3.0 Policy – Authorisation

3.1 Authorisation for visits will be conditional upon the proposed visit having an appropriate educational purpose and adequate attention having been given to:

- Planning, organisation and event timetabling
- Competence, experience and suitability of Leaders
- Capabilities and suitability of accompanying staff and other helpers
- Leaders' knowledge of local circumstances to be experienced during the visit
- Party size, age, aptitude and experience of pupils
- Assessment of health or safety risks inherent in the project
- Child protection issues
- Foreseeable emergency action and contingency plans which may be necessary
- Medical needs of members of the party and first aid provision
- Supervisory ratios
- Insurance
- Finance and travel arrangements
- Informing parents of risks and safeguards and obtaining their approval
- Effective communication arrangements with establishment base, especially in the event of a critical incident
- The schools Educational Visits Coordinator (E.V.C.) will have carefully scrutinised each proposal
- Approval in principle should be sought from the EVC as soon as possible and before any financial commitment is made
- Where commercial or external providers are used to deliver any activities, early consultation with the LEA is required. School organisers should avoid any financial commitment until clarification has been obtained, either directly or through the LA Outdoor Educational Adviser.

3.2 The Governing Body has adopted the following policy for authorising visits:

- Category 1 visits – These require general teaching or student management skills on the part of the leaders and could be local fieldwork, offsite workshops at other institutions or evening visits to theatre productions or equivalent. Opportunities for such visits arise throughout the school year and require authorisation by the Headteacher
- Category 2 visits – These are generally more substantial visits which require the authorisation of the Headteacher, ratification by the Governing Body as well as notification to the LA through the EVOLVE system
- Category 3 visits- These are substantial visits in which the level of uncertainty about the risks involved is difficult to quantify but likely to be at the highest level which can be justified for an educational visit. These visits require the authorisation of the Headteacher, ratification by the Governing Body as well as LA approval through the EVOLVE system.

Initial approval for Category 2 and 3 visits is required from the Headteacher. Governing Body ratification of a proposed Category 2 or 3 Educational Visit is normally requested by the Headteacher at Full Governing Board meetings which take place every half-term. Where circumstances require

swifter ratification this will be sought through the Chair's Action procedure. Local Authority approval for Category 3 visits is secured through the procedures and timescales published within the EVOLVE system. Examples of visits in each category can be seen in the Staff Procedures section. Procedures should ensure that authorisers have sufficient time and documentation when requested to give authorisation.

Following initial authorisation by the Headteacher, and ratification by the Governing Body, the process of securing final authorisation is conducted through the EVOLVE system:

- The visit leader ensures the visit documentation is prepared, taking personal responsibility for completing the Risk Assessment
- The Educational Visits Coordinator undertakes full internal scrutiny of the visit documentation and indicates where amendments or additions are required.

The Headteacher reviews the visit documentation once approved by the EVC and then either completes the authorisation process or submits Category 3 visits for final authorisation by the Local Authority.

4.0 Cheshire East Policy Statement

4.1 Under the provisions of section 2 of the Health and Safety at Work Act etc 1974, the Directorate for Children and Families has prepared a written statement of its general policy to the management of LOtC (Learning Outside the Classroom) and the arrangements and organisation which will be necessary to carry out the policy.

4.2 This policy applies to all employees, Council Members, contractors, school governors, head teachers, young people, pupils, volunteers, visitors and partner organisations, where the Council has control over or overall responsibility for their activities.

4.3 This document replaces all previous Service Management of LOtC and Educational Visits policies. All departmental services, schools and other establishments should familiarise themselves with this policy and organisational arrangements.

4.4 Community and Voluntary Controlled Schools are required to draw up matching statements and organisational arrangements specific to their establishments. It is recommended that Foundation Schools and Academies produce similar statements and arrangements. Where institutions external to the council, e.g. academies, buy in the LOtC and Educational School Visits (ESV) service, any advice given will be based on the Cheshire East policy.

4.5 This policy is written in line with the Cheshire East Children Families and Adults policy (Oct 2012).

5.0 Aims and purpose of the Policy

5.1 The aims of this policy are to ensure that employees and young people experience and enjoy a wide range of outdoor experiences and educational visits without being unduly exposed to a risk to their health and safety

5.2 The purpose of the policy is to set out the management and procedures necessary for visit leaders to lead safe and successful activities, assessing risk to help participants to take part safely.

6.0 Relevant Legislation and Guidance

6.1 Regulations made under the Health and Safety at Work Act 1974 set out the actions that employees are required to take to ensure that staff and young people are not exposed to risks to their health and safety. In addition, the Department for Education has issued advice on legal duties for local authorities, head teachers, staff and governing bodies (June 2011, amended Feb 2014) regarding activities that take place on or off the educational premises, including trips.

6.2 HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils to develop their risk awareness and prepares them for their future working lives.

6.3 The law requires employees to:

- take reasonable care of their own health and safety and that of others who may be affected by what they do at work
- co-operate with their employers on health and safety matters
- do their work in accordance with instruction and training
- inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken
- In addition, teachers and other staff have a common law duty to act as any prudent parent would do when in charge of pupils
- Cheshire East Council has formally adopted the “Learning Outside the Classroom National Guidance” as the appropriate guidance for the management of LOtC. As it is a legal expectation that employees must work within the requirements their employer’s guidance

Cheshire East employees should follow the requirements of LOtC National Guidance, as well as the requirements of this policy.

The LOtC National Guidance can be found on the following web site: www.oeapng.info

6.4 During the period of the Covid pandemic all educational visits must operate within the system of controls put in place by the government. Current guidance on this can be found at the following weblink: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#educational-visits>

7.0 Policy approval

7.1 All Children and Families Services policies will be presented to the Improvement and Achievement leads. Following approval by the EST or members, the policies will apply to the department.

8.0 Roles and Responsibilities

8.1 This section of the policy sets out the roles and responsibilities of key stakeholders including employees, and those who are not employees, e.g. external providers, young people, pupils, volunteers and visitors where these people are involved in LOtC or Educational Visits.

Although employers retain responsibility for the health and safety of employees and pupils, they can delegate tasks to head teachers or other organisational staff.

This policy applies to employees whose work involves any one of the following:

- Facilitating activity and supervising participants undertaking experiences beyond the boundary of their normal operational base
- direct supervision of participants undertaking experiences that fall within the remit of Learning Outside the Classroom or Educational Visits
- deploying staff who will facilitate or supervise participants who are undertaking experiences beyond the boundary of their normal operational base

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

Governing Board

8.2 The Governing Board should ensure that:

- They have a clear understanding of who is the employer of the school staff
- The school has a Visits policy which supports inclusion
- There are training opportunities for staff
- There are planning and approval procedures in place at school level
- There are monitoring procedures in place

Head Teacher

8.3 The head teacher should ensure that:

- School practice follows National Guidance and the school policy
- The school has a designated and trained EVC
- All LOtC activities comply with National Guidance and are submitted for approval as required
- All staff involved in LOtC activities are appropriately trained and competent to carry out their allocated responsibilities
- All plans for LOtC activities have included consideration of key areas such as intended outcomes, best value, child protection, inclusion issues, risk-benefit analysis, medical needs, transport, insurance, contingency plans and emergency procedures

Educational Visits Co-ordinators (EVCs)

8.4 EVCs should ensure that:

- They are specifically competent and experienced in LOtC and Educational Visits to support Visit Leaders in their preparation of an activity
- They have attended appropriate training for the role
- LOtC activities are led by competent and confident Visit Leaders. It is particularly important that careful consideration of competency is applied to both newly qualified and newly appointed staff. Establishments should view original documents and certificates when verifying qualifications, and not rely on photocopies.
- They disseminate training and information in the school to ensure that visit leaders have up to date knowledge and are accountable
- All plans for LOtC activities have included consideration of key areas such as intended outcomes, best value, child protection and safeguarding, inclusion, risk-benefit analysis, medical needs, transport, insurance, contingency plans and emergency procedures
- Support the head with approval and other decisions

Visit Leader

8.5 The visit leader must be a Cheshire East Council employee.

The visit leader should ensure that:

- They are specifically competent, qualified and experienced to lead the LOtC activity which they are planning.
- They have received appropriate training (e.g. visit leader training)
- They can demonstrate the ability to operate to current standards and recognised good practice
- They have appropriate qualifications and knowledge of the activity area
- They plan and prepare all aspects of the LOtC activity or Educational Visit, taking a lead on risk-benefit assessment, define roles and responsibilities of other staff, provide appropriate information to parents and group members and ensure that the visit is effectively supervised
- They have fully briefed any assistant leaders and other adult helpers involved in the activity

Volunteer Adult Helper

8.6 A volunteer adult helper should ensure that:

- They understand their role , responsibilities and limitations with regards to the activity they are supporting
- They have been fully briefed about the activity and group members
- Where a Volunteer Helper is a parent (or otherwise a close relation to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

9.0 Planning and Arrangements for LOtC activities

In order to fulfil the aims and objectives of this policy the following arrangements should be implemented:

Planning for an activity

9.1 Planning for an activity should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on school procedures and National Guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any external providers (making full use of national accreditation schemes that ensure that a provider has been subject to a credible inspection regime).
- Designated emergency contact(s) and procedures have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.
- It is strongly recommended that at a very early stage of the planning process, the provisional staffing team concur in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor, then it will be essential that these outcomes are identified, and appropriately targeted. A record of these outcomes will help to keep the plan focussed and also be a vital part of the risk management process in providing some objectivity in a "Risk Benefit Analysis".

Click [here](#) for staff handbook guidance on Educational Visits

Preliminary Visits and Provider Assurances

9.2 All LOtC activities should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk-benefit management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit to the activity venue. School policy should clarify the circumstances where a preliminary visit is a requirement.

Where an employee commissions LOtC activity from an external provider, they must ensure that the commissioned agent has either adopted Cheshire East Council policy and LOtC National Guidance or has systems and procedures in place where the standards are not less than those required by LOtC National Guidance.

It is good practice for Visit Leaders to take full advantage of any nationally accredited provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The LOtC Quality Badge
- Adventuremark
- NGB centre approval schemes (applicable where the provision is a single, specialist activity).

9.3 Where a provider holds such one of the above accreditations, there should be no need to seek further assurances. If they are not appropriately accredited, visit leaders have the responsibility of conducting a thorough assessment of the service offered by the external provider, including ensuring that activities will be delivered safely (adhering to National Governing Body guidelines as appropriate), that safety and fire procedures are in place and that external provider staff are CRB checked.

Policy – External Providers

9.4 Staff considering using an outdoor Activity Centre should if possible use those operated by Cheshire East Council, its services, schools and associated providers (eg Edsential)

9.5 Staff considering using an external provider must assess the proposed provider. The Headteacher must agree to the use of any external provider, his decision being final.

9.6 The Governing Body recognises that the prevention of accidents in any activity cannot be guaranteed but believes that risk can be reduced if four basic factors are considered:

- the quality of leadership - qualifications, experience and sound judgement being the most important constituents;
- skill and knowledge in selecting and using equipment and in coping with the natural elements;
- the quality of personal and group equipment, including careful checks of all equipment before the journey is started;
- graduated training to the standard required by the activity and the correct procedure and conduct of the party being known by all.

9.7 A centre must be judged in relation not only to the skills of the instruction but also in terms of education, pastoral care and residence.

9.8 Centres must comply with any safety standards set by the National Governing Body for the outdoor activity in question.

9.9 Where a Centre is unknown to the school, it should be requested to supply a copy of its health and safety policy and guidelines and invited to furnish answers to relevant questions.

An excellent overall safeguard as to standards and safety generally is for an external provider to hold a current accreditation from the Association of Heads of Outdoor Education Centres.

The Governing Body will not authorise the use of a centre that does not possess such accreditation.

9.10 If a visit wholly or partly involves activity at an outdoor activity centre, DFEE Circular 22/94 'Safety in Outdoor Activity Centres' must be considered.

Equality

9.11 Every effort should be made to ensure that LOtC activities are available and accessible to all, irrespective of any 'protected characteristic' as defined in The Equality Act 2010, i.e. disability, race, religion or belief, age, socio-economic disadvantage, special educational needs, disability, sex, sexual orientation or gender re-assignment. If a visit needs to cater for people with protected characteristics, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

9.12 equality should be promoted and addressed for all visits and reflected in school policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or reasonable adaptation or modification

- integration through participation with peers

9.13 Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which equality is or is not a legal issue. Under the Equality Act 2010 it is unlawful to:

- treat a person with a protected characteristic less favourably;
- fail to take reasonable steps to ensure that persons are not placed at a substantial disadvantage without justification.

Consent Forms

9.14 When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then formal consent is not necessary. However, in the interests of good relations between the school and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed of where their child will be at all times and of any extra measures required. Written consent is only required for activities that need a higher level of risk management or those taking place outside of school hours

Notification and approval of LOtC Activities and Visits

9.15 The Council has an online notification and approval system for LOTC activities, including Duke of Edinburgh trips (EVOLVE). A key feature of this system is that LOtC activities requiring approval are automatically brought to the attention of the Local Authority. Those activities not requiring approval may be viewed, sampled or monitored using the database and report facilities of the system by individual establishments and the Local Authority

9.16 A minimum notice time of one calendar month is required by the local authority for LOtC activities requiring approval. However, establishments planning major visits, particularly those involving the commitment of non-returnable deposits, the use of providers not recognised by the local authority or ABTA, or trips to remote countries, should notify the local authority before any financial commitment is made

Policy - Parental information, student details and consent

9.17 Activities which take place in the immediate locality of the school and which are part of the school's curriculum, e.g. traffic surveys, field work, sporting activities do not require written parental approval on each occasion. However, parents do need to be informed that these activities are taking place.

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

9.18 For those activities that do require consent, parents must:

- Disclose information about a student's emotional, psychological and physical health.
- Provide appropriate clothing, food, etc, in line with pre-arranged briefings
- Provide details of where they can be contacted in an emergency or if a party has to return earlier than planned.

9.19 Where a particular course requires pupils to undertake unsupervised or unaccompanied visits Curriculum Team Leaders should seek a general consent from parents for the duration of the course.

9.20 Parents' written consent must be obtained for their children to take part in:

- visits and journeys involving hazardous activities
- visits and journeys involving absence from home for one or more nights;
- visits and journeys involving travel by air or sea;

iv. evening visits.

9.21 Pupils over 18 who are legally adults need to be willing to be bound by the leader's authority before being permitted to participate in a visit.

9.22 Journeys abroad or extended residential stays in Britain require full and detailed written information for parents and consent. Such information should be comprehensive whilst retaining an appropriate amount of flexibility to cope with a change of circumstances. It is important that the above information should identify:

- Expected standards of behaviour and conduct of pupils
- General arrangements for the supervision of pupils, including any circumstances in which pupils may be left unaccompanied
- Specific activities/situations which carry an element of risk

9.23 Information should be sent as far in advance of the journey as practicable and be followed up by a parents' meeting to clarify detail.

9.24 The following information should be included:

- Dates and times of departure and return
- Destination with full address
- Activities planned
- Name of travel company and method of travel
- Cost and what it does and does not cover
- Methods of payment and cancellation arrangements/penalties
- Insurance cover, what it covers – be unambiguous (a photocopy of the schedule is useful)
- Advice on pocket money and allocation/care on journey
- Accompanying staff
- Emergency contact arrangements
- Items prohibited on the journey
- A request for written information regarding special medical problems and their treatment/medication, consent for emergency medical treatment and details of special dietary requirements.

9.25 If students are using other parents'/adults' cars for travelling to and from the visit, consent should be obtained for this activity. A model Parental Consent form is given in the procedures section of this document.

9.26 Students with special needs require additional consideration; their inclusion will have staffing and programme implications. Some or all of the following considerations may apply and additional parental information may be required:

- Environmental factors may increase the 'risk' level above that applying to other members in the group
- A higher level of staffing will normally be needed and it may be necessary to include specialist staff to facilitate supervision, communication and encouragement
- Whilst travelling, arrange more frequent stops, employ extra supervision and be particularly vigilant over travel sickness
- Medication and dietary requirements should be known and monitored
- Check on the suitability of buildings and terrain for those with physical disabilities
- Ensure that activities offered are appropriate to the student; mental and physical disabilities may require additional or alternative activities
- If medication needs to be administered, staff should check with Cheshire Guidance on this issue

9.27 Special medical requirements of individuals should be known and catered for and Cheshire Guidance on administering medication. First aid knowledge in the group and equipment carried should be appropriate to the nature of the visit. The location of professional medical help should be known to all staff and to group members when appropriate. Visits to remote areas require sound, up to date knowledge of first aid and emergency treatment. Particular health risks associated with the proposed

location e.g. water contamination (see Safety in Outdoor Education document) should be considered and appropriate action taken.

9.28 The possibility of excessive exposure to the sun should be considered. Where such exposure is likely, participants should provide high-factor protective cream and hats as part of their equipment. Leaders should ensure that sun protection is adequately applied.

9.29 It is essential that a nominal roll of the parents of all party members, including next of kin of supervisory adults, be left at school with two named members of staff. These staff are to act as Emergency Contacts, and must be, between them, accessible by telephone at all hours, for the duration of the visit. Care should be taken that these details are fully up to date.

9.30 These Emergency Contacts must be provided with the home telephone numbers of the Head Teacher and a Deputy. The contact should be aware of the LA emergency procedures. The press officer/ media contact number should also be given to the emergency contact. In the unlikely event of a major emergency the Emergency Procedures, detailed in, should be initiated. All accompanying adults should carry a copy of these procedures at all times.

9.31 Effective communication between staff and students when on the visit is crucial to the proper management of the educational and social experience. Arrangements appropriate to the nature of the visit should be made to ensure efficient communication, e.g. regular meeting times, notice board, briefings.

9.32 Clothing, footwear and equipment appropriate to the visit should be considered at the early planning stages. A detailed kit list should be sent to parents well before departure. For adventure activities, operation in remote areas or in adverse weather conditions these items must be checked before departure. In remote situations spare clothing and group emergency equipment appropriate to the nature of the environment must be carried. Protection from excessive exposure to sun is essential. High factor sun creams, hats and long sleeves should be considered.

Risk- Benefit Analysis

9.33 The notification and approval system requires the preparation of a risk - benefit analysis. A risk-benefit analysis approach considers the targeted benefits and learning outcomes against any residual risk (i.e. the risk remaining after control measures have been put in place) to provide an acceptable level of risk.

9.34 The risk-benefit analysis should be shared with accompanying staff and trip members. It is important that young people are involved in the risk – benefit assessment and exposed to well-managed risks so that they learn how to manage risk for themselves.

9.35 Sufficient control measures should be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people. The content of the risk - benefit assessment process should include consideration of the degree of complexity of a particular activity and should reflect several variables that can impact on any given activity:

Staffing requirements (qualifications/experience/competency/ratios)

Activity characteristics (specialist/ licensable/adventurous/insurance issues)

Group characteristics (experience/ability/behaviour/special and medical needs)

Environmental conditions (familiarity/impact of weather/water levels)

Distance from support mechanisms in place at the home base (transport/ residential/local/remote)

This is known as the “SAGED” model

Effective Supervision

9.36 The visit leader retains a “higher duty of care” for the group at all times, even when the activity may be being led by an external provider.

9.37 In general terms, the Law does not prescribe specific staffing ratios, but it does require that the level of supervision and group management is “effective”. Effective supervision should be determined by consideration of the variables in the “SAGED” model. However, as an exception, Ofsted and DfE guidance prescribe ratios for Early Years.

9.38 The visit leader should consider how the group is to be supervised, e.g. head counts, buddy systems, close or remote supervision, group sizes. The visit leader should ensure that the group continues to be appropriately supervised during downtime, and in the case of residential trips, at night time.

Transport

9.39 Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and establishments must follow the specialist guidance provided in the Council’s transport policy. All national and local regulatory requirements must be followed.

9.40 The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

9.41 The visit leader should ensure that coaches and buses are hired from a reputable company.

9.42 Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures and a risk assessment conducted

Transport Arrangements

9.43 Key issues to be considered when making transport arrangements:

- Passenger safety
- The competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence
- Number of driving hours required for the journey and the length of the driver's day (including non-driving hours).
- Type of journey, e.g. local or long distances involving motorways
- Traffic conditions
- Contingency arrangements in the event of a breakdown or other emergency
- Insurance arrangements
- Supervision

9.44 The level of supervision necessary should be carefully considered and may depend on whether the vehicle is a double decker, the ages of the pupils, the length of the journey, etc. The driver should not normally be responsible for supervision. However, on very short journeys involving older pupils or small groups, it may be acceptable.

9.45 In relation to the use of minibuses, the Governing Body has accepted the Cheshire standard namely that the driver be over 21, have at least four years driving experience and no convictions for moving traffic offences and to have completed specific training and assessment on minibus driving. Prospective drivers should be prepared to declare that they are medically fit to drive.

9.46 Coupled with the issue of passenger supervision is the consideration of emergency action likely if an accident or breakdown were to occur. A first aid kit is essential as is a mobile phone for any long distance trip.

9.47 The basic minimum requirement in coaches and minibuses is for a lap belt to be fitted to each seat used by a child who is 3 to 15 years of age inclusive. The seats used by children will have to be forward facing. Bench seats facing inwards must not be used by children, thus reducing the carrying capacity of the vehicle. The regulations apply, irrespective of whether a vehicle is owned, hired or loaned without charge.

9.48 Private cars of both members of staff and voluntary helpers, are sometimes used to assist with transport on school visits. Visit leaders must take reasonable precautions to satisfy themselves that such drivers and vehicles are suitable for the proposed use. Parents should be informed if their children are to be carried in private cars, and be given the opportunity to indicate if they do not wish their children to be transported in this manner.

9.49 The school is under an obligation to make an assessment of anything that may generate a significant risk and road transport by car carries an increased risk over any other form of transport.

9.50 Particular caution should be applied when students are the driver, in the case of sixth formers. Whilst any private arrangements between students are not covered by school control, when students are being used as drivers on official visits, etc. the same arrangements for transporting pupils apply. By the nature of their age, these drivers will be inexperienced and there is a significantly higher risk. The school will only use this option where it is sure of the suitability of the driver and vehicle and that the parents of the passengers are not only aware that they will be travelling in a private vehicle, but that the driver is also a student.

9.51 Where private cars are used to transport pupils it is advisable that parents driving pupils are not put into a position where they are alone with a pupil. The group leader should arrange a central dropping point for all pupils rather than individual home drops.

9.52 Occasionally, the school may use public transport, e.g. rail, ferries, etc., whilst taking part in educational visits. The group leader should make it clear to pupil how much or little freedom they have to 'roam'. Appropriate supervision should be maintained at all times. Pupils should be also made aware of what to do in an emergency.

9.53 Group leaders should check with the transport company prior to taking large numbers of pupils on public transport. Wherever possible, seats should be booked well in advance to ensure that the part can travel together.

9.54 Regulations governing the length of time a professional driver can operate stipulate a maximum of 10 hours in a day. These assume that the person is totally engaged as a driver. In the case of teaching staff, their use of the minibus may well come after a full day of teaching. There should be appropriate breaks taken before driving and whilst driving on longer journeys.

Charging

9.55 Head teachers, EVCs and visit leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

10.0 Vetting and DBS checks

10.1 Cheshire East Council employees who work frequently or intensively with, or have regular access to young people or vulnerable adults, must undergo a DBS check as part of their recruitment process.

For the purposes of this guidance:

- frequently is defined as "once a week or more"
- intensively is defined as 4 days or more in a month or overnight

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

10.2 The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a risk-benefit assessment process has been considered.

10.3 Careful consideration should be given to whether a voluntary helper may require a DBS check. In general terms, those helpers with frequent or intensive contact should be checked.

10.4 The responsibility for confirming that a deliverer or helper has been DBS checked rests with the organisation that is procuring the activity. DBS checks need to be updated as advised by Ofsted guidance.

11.0 Insurance for Off-site Activities and Visits

11.1 Employer's Liability Insurance is a statutory requirement and the school holds a policy through the DfE's Risk Protection Arrangement (RPA) that indemnifies it for all sums (unlimited) the Member may become legally liable to pay (including claimants' costs and expenses) following death, injury or disease sustained by Employees and arising out of and in the course of their employment by the Member

The school also holds Third Party Public Liability insurance through the RPA, indemnifying it against all claims (no limit) for all sums (no limit) the school may become legally liable to pay (including claimants' costs and expenses) as damages in respect of accidental third party injury or third party property damage. Employees (as agents of the employer) are indemnified against all such claims. Voluntary helpers acting under the direction of the school's staff are indemnified, but only at the request of the school, against any legal liability. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the the school is responsible.

11.2 Personal Accident Insurance is provided for all claims for compensation (up to £100,000) for accidental bodily injury to Employees, governors, trustees, volunteers and pupils of the Member whilst on the business of the Member in the UK.

11.3 UK Travel and Overseas Travel (including winter sports) and Personal Accident cover is included in the school's RPA cover, including for overnight stays.

The UK Travel element covers compensation for travel related costs including loss of baggage, cancellation, curtailment, rearrangement and change of itinerary (various limits apply).

The Overseas Travel (including winter sports) and Personal Accident covers

- compensation for travel related costs outside of the UK including medical expenses, loss of baggage, cancellation, curtailment, rearrangement and change of itinerary
- compensation for accidental bodily injury to Employees, governors, trustees, volunteers and pupils of the Member whilst on the business of the Member outside of the UK

(various limits apply)

11.4 Visit leaders should contact the School Business Manager (who may in turn contact the RPA) to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the insurer. They may also wish to consider whether more comprehensive cover would be desirable for new or highly irregular visits.

12.0 Critical Incident Support

12.1 A critical incident is an incident where any member of a group involved in LOtc or an Educational Visit may:

- suffer a life threatening injury or fatality;
- be at serious risk;
- go missing for a significant and unacceptable period.

12.2 As an employer, Cheshire East Council is committed to providing emergency planning procedures to support establishments in the event of a critical incident.

In order to activate support from Cheshire East Council the telephone numbers listed in the appendix should be used.

These numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. Under no circumstances should these numbers be given to young people or to their parents or guardians.

Click [here](#) for further guidance on responding to an act of terrorism

13.0 Access to Advice

13.1 In accordance with the Management of Health and Safety at Work Regulations 1999 Cheshire East Council is able to offer help and advice with all aspects of LOtC activity including advice on the completion of risk-benefit assessments.

14.0 Training and Information

14.1 LOtC and Educational Visits training and information will be provided for employees in the following ways;

- Educational Visit Coordinator (EVC) Initial training and re-validation courses. All Cheshire East schools and educational organisations are required to have a designated EVC in post
- Cheshire East Visit Leader training. This course is strongly recommended for all those who lead LOtC activities and Educational Visits.

- EVOLVE training. This course is strongly recommended for all those who lead LOtC activities and Educational Visits.
- Publications such as policy documents, manuals, leaflets and pocket cards
- Use of EVOLVE website to publicise updates
- Help and support in planning and risk assessing LOtC activity
- Access to the OEAP website

15.0 Work Experience Policy

Aims and Objectives.

15.1 The school considers that the opportunity to complete Work Experience is an essential part of each student's development into a young adult. Experience of the work place is also an integral part of the school's careers education and guidance strategy, both to encourage personal development and life skills and to prepare each student for the transition to an adult working environment.

Roles

15.2 The Governing Body, in conjunction with the Headteacher is responsible for all aspects of work experience, including Health and Safety. Responsibility for the management of work experience placements is delegated to the Assistant Headteacher (Curriculum and Community) and the Work Experience Co-ordinator

Responsibilities

15.3

- To ensure the Health and Safety of students by using the checklist on the self-placement form or via the checklist sent to school found placements
- To check that employer liability insurance is in place for students
- To ensure that public liability insurance is available to cover staff visiting placements
- To ensure that, should there be no opportunity for Health and Safety checks, parents sign a disclaimer stating they have full knowledge that the school cannot be held liable for anything that may go wrong
- To check that any previous RIDDOR incidents are unlikely to affect a student's health and safety at the placement
- In the event of a placement being deemed High Risk, to appoint an external assessor to check on Health and Safety arrangements
- To organise a briefing for students before the placements begin stressing the appropriate behaviours and dress required to ensure their health and safety

Bethan Cooper

LOtC Specialist

bethan.cooper@edsential.co.uk

0151 541 2170

Any Admin issues with Evolve please contact Jane Pepper, jane.pepper@edsential.co.uk

CONTACT ARRANGEMENTS FOR MANAGING CRITICAL INCIDENTS IN SCHOOLS AND CHILDREN'S CENTRES INVOLVING A CHILD, PUPIL OR MEMBER OF STAFF

Critical incidents involving a child, pupil or member of staff should be reported by the School/Children's Centre/Service in the following way:-

If a Critical Incident occurs **OUT OF** office hours -

before 8.30am, after 5.00pm & weekends/Bank Holidays

contact

Emergency Duty Team – EDT

0300 123 5022

If a Critical Incident occurs **IN** office hours -

8.30am-5.00pm Monday-Friday

contact

'Children and Families Business Management Support Team'

on one of the following numbers:-

01606 271503

01606 271718

01270 686022

<https://www.cheshireeast.gov.uk/pdf/schools/emergency-contact-information-nov-2018.pdf>

Websites:

- Outdoor Education Advisors Panel National: www.oeap.info
- Learning Outside the Classroom: www.lotc.org.uk

Appendix One

Contents of OEAP National Guidelines

Essential Reading

The documents below give essential background information for all users of National Guidance. For further guidance, please use the search facility on the website.

[1a Glossary and Definitions](#)

Role: assistant leader, employer, essential, etc, governors, head/manager, parents, visit leader

[1c Status Remit and Rationale](#)

Role: assistant leader, employer, essential, etc, governors, head/manager, parents, visit leader

[1d The Radar Introduction](#)

Role: assistant leader, employer, essential, etc, governors, head/manager, parents, visit leader

[2.5b Range of Potential LOTC Activity Benefits and Learning Outcomes mind map](#)

Role: assistant leader, employer, essential, etc, governors, head/manager, parents, visit leader

For Visit Leaders

Category 1 – Basic essentials

[1a Glossary and Definitions](#)

Role: assistant leader, employer, essential, etc, governors, head/manager, parents, visit leader

[1c Status Remit and Rationale](#)

Role: assistant leader, employer, essential, etc, governors, head/manager, parents, visit leader

[1d The Radar Introduction](#)

Role: assistant leader, employer, essential, etc, governors, head/manager, parents, visit leader

Category 2 – Making the case

[2.5b Range of Potential LOTC Activity Benefits and Learning Outcomes mind map](#)

Role: assistant leader, employer, essential, etc, governors, head/manager, parents, visit leader

Category 3 - Legal framework and employer systems

[3.1b Requirements and Recommendations for Establishments](#)

Role: assistant leader, employer, etc, governors, head/manager, visit leader

[3.2c Charging for school activities](#)

Role: etc, governors, head/manager, parents, visit leader

[3.3e Visit Leader Check List](#)

Role: visit leader

[3.4k Visit or Activity Leader](#)

Role: visit leader

[3.4l Assistant Leaders](#)

Role: assistant leader, visit leader

[3.4m Helper](#)

Role: visit leader

[3.4o Volunteers](#)

Role: visit leader

Category 4 – Good practice

[4.1c Off Site Visit Emergencies: Guidance for Leaders](#)

Role: assistant leader, visit leader

[4.1d / 8.1d Visit Leader Emergency Action Card](#)

Role: assistant leader, visit leader

[4.1h Avoiding Accidents and Emergencies](#)

Role: assistant leader, visit leader

[4.2a Group management and supervision](#)

Role: assistant leader, evc, head/manager, parents, visit leader

[4.3a Good practice basics](#)

Role: assistant leader, evc, head/manager, visit leader

[4.3b Ratios and effective supervision](#)

Role: evc, head/manager, visit leader

[4.3c Risk management](#)

Role: employer, evc, head/manager, visit leader

[4.3d Consent](#)

Role: evc, head/manager, parents, visit leader

[4.3e Safeguarding](#)

Role: assistant leader, evc, head/manager, parents, visit leader

[4.4h Preliminary visits and provider assurances](#)

Role: evc, head/manager, visit leader

Category 6 – Frequently asked questions

For Assistant Leaders

Category 1 – Basic essentials

[1a Glossary and Definitions](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1c Status Remit and Rationale](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1d The Radar Introduction](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 2 – Making the case

[2.5b Range of Potential LOTC Activity Benefits and Learning Outcomes mind map](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 3 – Legal framework and employer systems

[3.1b Requirements and Recommendations for Establishments](#)

Role: assistant leader, employer, evc, governors, head/manager, visit leader

[3.4l Assistant Leaders](#)

Role: assistant leader, visit leader

Category 4 – Good practice

[4.1c Off Site Visit Emergencies: Guidance for Leaders](#)

Role: assistant leader, visit leader

[4.1d / 8.1d Visit Leader Emergency Action Card](#)

Role: assistant leader, visit leader

[4.1h Avoiding Accidents and Emergencies](#)

Role: assistant leader, visit leader

[4.2a Group management and supervision](#)

Role: assistant leader, evc, head/manager, parents, visit leader

[4.3a Good practice basics](#)

Role: assistant leader, evc, head/manager, visit leader

[4.3e Safeguarding](#)

Role: assistant leader, evc, head/manager, parents, visit leader

Category 6 – Frequently asked questions

For Educational Visits Coordinators

Category 1 – Basic essentials

[1a Glossary and Definitions](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1c Status Remit and Rationale](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1d The Radar Introduction](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 2 – Making the case

[2.5b Range of Potential LOTC Activity Benefits and Learning Outcomes mind map](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 3 – Legal framework and employer systems

[3.1b Requirements and Recommendations for Establishments](#)

Role: assistant leader, employer, evc, governors, head/manager, visit leader

[3.2a Underpinning Legal Framework and Duty of Care](#)

Role: employer, evc, governors, head/manager

[3.2b Monitoring](#)

Role: employer, evc, governors, head/manager

[3.2c Charging for school activities](#)

Role: evc, governors, head/manager, parents, visit leader

[3.2d / 4.4a Assessment of Competence](#)

Role: evc, head/manager

[3.2e Inclusion](#)

Role: evc, head/manager

[3.2g Vetting and Disclosure and Barring Service \(DBS\) Checks](#)

Role: employer, evc, governors, head/manager

[3.3a EVC check list](#)

Role: evc

[3.4j Educational Visits Coordinator \(EVC\)](#)

Role: evc

Category 4 – Good practice

[3.2d / 4.4a Assessment of Competence](#)

Role: evc, head/manager

[4.1a Off Site Visit Emergencies: The Employer's Role](#)

Role: employer, evc, governors, head/manager

[4.1b Off-Site Visit Emergencies: The Establishment's Role](#)

Role: employer, evc, governors, head/manager

[4.2a Group management and supervision](#)

Role: assistant leader, evc, head/manager, parents, visit leader

[4.3a Good practice basics](#)

Role: assistant leader, evc, head/manager, visit leader

[4.3b Ratios and effective supervision](#)

Role: evc, head/manager, visit leader

[4.3c Risk management](#)

Role: employer, evc, head/manager, visit leader

[4.3d Consent](#)

Role: evc, head/manager, parents, visit leader

[4.3e Safeguarding](#)

Role: assistant leader, evc, head/manager, parents, visit leader

[4.4h Preliminary visits and provider assurances](#)

Role: evc, head/manager, visit leader

Category 5 – Policies, planning and evaluation

[5.3b How to write an establishment visit policy](#)

Role: evc, head/manager

Category 6 – Frequently asked questions

For Parents assisting on trips

Category 1 – Basic essentials

[1a Glossary and Definitions](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1c Status Remit and Rationale](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1d The Radar Introduction](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 2 – Making the case

[2.5b Range of Potential LOtC Activity Benefits and Learning Outcomes mind map](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 3 - Legal framework and employer systems

[3.2c Charging for school activities](#)

Role: evc, governors, head/manager, parents, visit leader

[3.3d Parent and Guardian Check List](#)

Role: parents

[3.3f Young People Check List](#)

Role: parents

[3.4n Parents and Guardians](#)

Role: parents

Category 4 – Good practice

[4.2a Group management and supervision](#)

Role: assistant leader, evc, head/manager, parents, visit leader

[4.3d Consent](#)

Role: evc, head/manager, parents, visit leader

[4.3e Safeguarding](#)

Role: assistant leader, evc, head/manager, parents, visit leader

Category 6 – Frequently asked questions

For Governors

Category 1 – Basic essentials

[1a Glossary and Definitions](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1c Status Remit and Rationale](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1d The Radar Introduction](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 2 – Making the case

[2.5b Range of Potential LOtC Activity Benefits and Learning Outcomes mind map](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 3 - Legal framework and employer systems

[3.1a Requirements and Recommendations for Employers](#)

Role: employer, governors

[3.1b Requirements and Recommendations for Establishments](#)

Role: assistant leader, employer, evc, governors, head/manager, visit leader

[3.2a Underpinning Legal Framework and Duty of Care](#)

Role: employer, evc, governors, head/manager

[3.2b Monitoring](#)

Role: employer, evc, governors, head/manager

[3.2c Charging for school activities](#)

Role: evc, governors, head/manager, parents, visit leader

[3.2g Vetting and Disclosure and Barring Service \(DBS\) Checks](#)

Role: employer, evc, governors, head/manager

[3.3c Management Board and Governor Check List](#)

Role: governors

[3.4f Member of a Management Board or Governing Body](#)

Role: employer, governors

Category 4 – Good practice

[4.1a Off Site Visit Emergencies: The Employer’s Role](#)

Role: employer, evc, governors, head/manager

[4.1b Off-Site Visit Emergencies: The Establishment’s Role](#)

Role: employer, evc, governors, head/manager

[4.1j Off-Site Visit Emergencies: The Role of School Governors](#)

Role: governors

Category 6 – Frequently asked questions

For Employers

Category 1 – Basic essentials

[1a Glossary and Definitions](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1c Status Remit and Rationale](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

[1d The Radar Introduction](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 2 – Making the case

[2.5b Range of Potential LOtC Activity Benefits and Learning Outcomes mind map](#)

Role: assistant leader, employer, essential, evc, governors, head/manager, parents, visit leader

Category 3 - Legal framework and employer systems

[3.1a Requirements and Recommendations for Employers](#)

Role: employer, governors

[3.1b Requirements and Recommendations for Establishments](#)

Role: assistant leader, employer, evc, governors, head/manager, visit leader

[3.2a Underpinning Legal Framework and Duty of Care](#)

Role: employer, evc, governors, head/manager

[3.2b Monitoring](#)

Role: employer, evc, governors, head/manager

[3.2g Vetting and Disclosure and Barring Service \(DBS\) Checks](#)

Role: employer, evc, governors, head/manager

[3.4f Member of a Management Board or Governing Body](#)

Role: employer, governors

Category 4 – Good practice

[4.1a Off Site Visit Emergencies: The Employer's Role](#)

Role: employer, evc, governors, head/manager

[4.1b Off-Site Visit Emergencies: The Establishment's Role](#)

Role: employer, evc, governors, head/manager

[4.3c Risk management](#)

Role: employer, evc, head/manager, visit leader