

Grangewood Independent School Off-Site Visits Policy

At Grangewood Independent we acknowledge the immense value and many benefits of educational visits and leisure activities and we are committed to supporting such visits and activities. Students can gain great benefits from visiting suitable sites and venues, including environmental centres, museums, galleries, theatres, leisure centres, local sites and parks, and we regard such opportunities as an important part of school life.

To enable students and staff to gain a full and enjoyable educational visit it is essential that the following guidelines and policies are adhered to and read in conjunction with:

- Health and safety: advice on legal duties and powers DfE FEB. 2014

and Grangewood Health & Safety Policy, Grangewood Missing Child Policy, Grangewood Safeguarding and Child Protection Policies, Grangewood Risk Assessment Policy, Grangewood Behaviour Management Policies, Grangewood Nursery Class Off-Site Visits Policy, Grangewood Physical Interventions & Contact Policy, Grangewood Volunteers Policy, revised EYFS Framework (April 2017) and KCSIE (Sept 2018).

The range of activities covered by this document include:

Residential activities	Day visits using transport
Day or part day visits on foot	School sporting activities
Swimming pool visits	Environmental Centre visits
Farm visits	Overseas visits

Educational off-site visits benefit young people in many ways, including:

- being able to apply a different range of skills than those used in the classroom or onsite;
- enabling, supporting and complementing academic work;
- associating the work of schools and School staff directly with the work outside school ('real-life applications');
- develop latent talents, abilities and interests, which can be motivational and have lifelong relevance;
- promote the independence of our students as learners in the 21st century, and enable them to grow, explore and develop in new learning environments.

These visits begin with short excursions into the local area and community in the Early Years (EYFS) and progress to day trips abroad and a residential experience towards the end of Key Stage Two (KS2).

School staff, volunteers, pupils and parents all have responsibilities during the course of any off-site activity in which they are participating.

1 Introduction

1.1 Off-site visits are activities arranged by or on behalf of Grangewood, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.

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- 1.2** In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all students and staff at all times. Within these limits we seek to make our visits available to all students, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day.

2 Governing Body

- 2.1** The Governing Body should satisfy itself that risk assessments have been undertaken and that appropriate safety measures have been put in place and that training needs have been addressed.

The Governing Body have to ensure that:

- They are notified of all school visits
- Every visit has a specific and stated objective
- The group leader shows how their planning comply with regulations and guidelines, including the school's health and safety policy document
- Paperwork includes a trip check list and consent forms
- The group leader reports back to the Head Teacher after the visit
- They are informed about less routine visits well in advance
- Proposals for all visits of a residential nature are assessed prior to the visit

3 The Head Teacher Ensures that:

- Visits comply with regulations and guidelines provided by the LA, the Governing Body and the schools own Health and Safety policy
- The group leader is competent to monitor risks throughout the visit
- The group leader is aware of their role on any visit they take part in
- Adequate child protection procedures are in place
- All necessary action has been completed before the visit takes place
- The risk assessment has been completed and appropriate safety measures are in place
- Training needs have been assessed by a competent person and the needs of the staff and pupils have been considered
- The group leader has experience in supervising the age groups on the visit and will organise the group effectively
- The group leader or another staff member is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place
- Group leaders are allowed sufficient time to organise visits properly
- Non teacher helpers on the visit are appropriate to supervise children
- Ratios of staff, and adults, to pupils are appropriate
- The Governing Body has approved the visit
- Parents have signed consent forms
- Arrangements have been made for the medical and special educational needs of the pupils

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- Adequate first aid provision will be in place
- The mode of transport is appropriate
- Travel times out and back are known in school
- There is adequate and relevant insurance cover
- They have the address and phone number of the visits venue and have a contact name
- A school contact has been nominated and the group leader has the details
- The group leader, helpers and nominated contact have a copy of the agreed emergency procedures
- The group leader, helpers and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of the next of kin of school staff, parents, and other helpers.
- There is a contingency plan for any delays including a late return home

4 Risk Assessments

4.1 Risk assessments for school visits have three levels:

1. Generic activity risk assessments, which are likely to apply to the activity whenever it takes place
2. Visit/site specific risk assessments, which will differ from place to place and group to group
3. Ongoing risk assessments that take account of e.g. illness of staff or pupils, changes of weather, availability of preferred activities

4.2 'Threat of a terrorist attack' should be on every Visit Risk Assessment. Every venue visited should be able to produce a risk assessment for a terrorist attack which should be passed to the school.

4.3 Staff planning an off-site activity should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the group leader/class teacher should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group leader to experience the activity beforehand, or if s/he lacks the skills required to make informed judgements about the risks it may involve. The Head Teacher will only give approval for the visit once satisfied with the venue, its instructors and their risk assessment procedures.

4.4 It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the Visit Plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the school and should be built into the overall financial arrangements for the visit itself. In cases where the Group Leader/Class teacher has made previous visits to the location, no preliminary visits will be required except where changes

have been notified by the venue. In all cases, on-line update or phone enquiries will be carried out by the Group Leader/Class teacher.

- 4.5** All adults accompanying the children are selected at the discretion of the Head Teacher. Escorts are always adults known to the school and approved by our Designated Safeguarding Lead (Head Teacher).
- 4.6** A copy of the completed risk assessment will be given to the Head Teacher and filed for monitoring by the governing body.
- 4.7** If a vehicle is required for an off-site visit, we will ensure that:
- seat belts, child seats and booster seats are used;
 - the maximum seating is not exceeded;
 - no child is left in a vehicle unattended;
 - care is taken when getting into or out of a vehicle;
 - the Missing Child Policy is followed in the event of a child going missing;
 - any incidents are recorded in writing and Ofsted and/or RIDDOR are contacted and informed of any incidents.

5 Pre-Visits

5.1 In order to undertake a full and comprehensive assessment of risks, it will be essential in most cases to undertake a pre-visit, even when the visit is made regularly, risks should be reassessed from time to time. When undertaking risk assessment, a number of variables need to be taken into account.

- the number of pupils involved
- the age of the pupils, their sex, ability and general behaviour
- the previous experience of the group undertaking off-site visits
- the time of day and time of year
- the travel arrangements
- the hazards at the environment being visited
- the numbers, experience and quality of accompanying staff and volunteers
- the nature of the activities
- the special educational or medical needs of the pupils
- the quality and suitability of available equipment
- seasonal weather conditions
- emergency procedures
- how to cope when a pupil becomes unable or unwilling to carry on
- the need to monitor the risks throughout the visit

6 Duties and Responsibilities

6.1 All staff should be aware of the expectations placed upon them and should appreciate the nature of their relationship to the pupils and other staff.

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All staff must:

- Conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils.
- Inform the group leader if they are unsure of their ability to perform any supervisory function requested of them.
- Recognise the limits of their responsibilities and act within those at all times.
- Report to the group leader any concerns they may have regarding pupil behaviour and well-being during the visit.

6.2 Greater levels of responsibilities will normally be assigned to school staff than to adult helpers and a higher standard of care is expected of them.

7 Responsibilities of Nominated Group Leader

7.1 Group leaders, whether school staff or adult helpers have a common law duty of care towards the students in their charge; Group leaders must recognise their responsibilities:

- Obtain the Head Teacher's prior agreement before any off-site visit
- Follow Governing Body guidelines
- Appoint a deputy
- Clearly define each helper's role and ensure all tasks have been assigned
- Be able to control and lead pupils of the relevant age group
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place
- Be aware of child protection issues
- Ensure adequate first aid provision is in place
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- Undertake and complete a comprehensive risk assessment
- Review regularly undertaken visits/activities and advise the Head Teacher where adjustments may be necessary
- Ensure that school staff and helpers are fully aware of what the proposed visit entails
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- Ensure staff pupil ratio is appropriate for the group
- Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency
- Ensure all helpers have details of the school contact
- Ensure all helpers have copies of the emergency procedures
- Ensure that all helpers are aware of the details of the medical or special needs of the pupils in their group
- Observe the guidance set out for school staff

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8 School Staff

8.1 School staff must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances.

They should:

- Follow the instructions of the group leader and help with control and discipline
- Consider stopping the visit or the activity notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great.

9 Adult Volunteers

9.1 Non-staff adults on the visit should be clear about their roles and responsibilities during the visit. They must:

- Do their best to ensure the health and safety of everyone in the group
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment
- Follow the instructions of the group leader and school staff and help with the control and discipline
- Speak to the group leader or school staff if concerned about the health and safety of the pupils at any time.

10 Pupils

10.1 The group leader must make it clear to pupils that they must:

- Not take unnecessary risks
- Follow the instructions of the leader and other helpers including those at the venue
- Dress and behave sensibly and responsibly
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit and suitable alternative arrangements made for the pupil onsite.

11 Parental Consent to Off-Site Activities

11.1 Specific written consent from parents is not required for pupils to take part in the majority of local off-site activities or visits organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. A one-off permission slip will be signed on admission to the school to cover such activities. Parents will be told where their child will be at all times and of any extra safety measures required.

11.2 Specific written consent is requested for activities that need a higher level of risk management, those which are not within walking distance or those that take place outside school hours.

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- 11.3** Parents should be able to make an informed decision on whether their child should go on a visit. The group leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions.
- 11.4** The group leader should also tell parents how they could help prepare their child for the visit, e.g. reinforcing the visit's code of conduct.
- 11.5** Parents should also be asked to agree the arrangements for early or late drop-off/pick-up to/from the school, should the educational visit require this.
- 11.6** Funding for off-site activities is provided mainly by parental contributions, with a limited subsidy from Grangewood. This must be made clear to parents in all correspondence about an educational visit at the planning stage.
- 11.7** No student may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution except in the case of residential visits or trips abroad.
- 11.8** Trips may be cancelled at the Head Teacher's discretion should there be insufficient funds for the trip to proceed. The timetable for the payment of contributions should allow for the Head Teacher to make a decision about the financial viability of the activity in reasonable time.
- 11.9** Parents will need to:
- Provide the school with up-to-date emergency contact numbers
 - Sign the consent form
 - Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

12 Records and Communications

- 12.1** Records of a visit can provide a very useful and informative way of demonstrating the accountability of the school towards its pupils. After visit feedback is given and recorded in weekly Staff Meetings.
- 12.2** For any activities that take place outside school hours i.e. not part of the normal school activities, any signed approval forms and pre-visit risk assessments should be kept from the date of visit + 14 years for primary students.
- 12.3** If a major incident occurs all records of the trip must be kept – including *all* parental permission slips and related documents – from the DOB of the pupil involved in the incident + 25 years.
- 12.4** Parents should always be made aware when their children are leaving the school premises.
- 12.5** Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the school must make alternative arrangements to ensure, within reason, that any work that was being developed during the visit is made available to the student in school. The refusal of the parent to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school for the day.
- 12.6** Communication with parents regarding school visits will include:
- Letters regarding use of private transport
 - Information about visits during school time
 - Voluntary contributions

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- Trips outside school hours
- Details of children's medical needs
- Meetings with parents
- Consent forms

13 First-Aid

- 13.1** A qualified first aider will be present on every visit/trip.
- 13.2** A qualified paediatric first-aider will be present on every visit/trip involving any EYFS students.
- 13.3** A first aid kit should be taken on every visit.

14 Supervision and Staff/Pupil Ratios

- 14.1** An activity should normally have sufficient adults taking part to provide the following minimum ratios:
- 1 adult to between 10 and 15 pupils in Years 3 to 6;
 - 1 adult to 6 pupils in Years 1 to 2;
 - 1 adult to 3 pupils in Pre-Reception and Reception
 - 1 adult to 2 pupils in Nursery
- 14.2** Any trip will require a **minimum of two adults**. However, these are *minimum* requirements, and may *not* provide adequate supervision in all cases. The level of risk, ages and level of development of the children in the group must be considered in determining adequate adult child ratios for each off-site visit.
- 14.3** Sex of the accompanying adults need also to be considered, particularly where there is a mixed group of pupils.
- 14.4** Therefore, these ratios should take into account:
- Sex age and ability of group
 - Pupils with special educational or medical needs
 - Nature of activities
 - Experience of adults in off-site supervision
 - Duration and nature of the journey
 - Competence of staff, both general and on specific activities
 - Requirements of the organisation/location to be visited
 - Competence and behaviour of pupils
 - First aid cover
- 14.5** Where there is more than one teacher on the visit a group leader should be appointed who has the authority over the whole group.

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- 14.6** They must have enhanced DBS clearance and they must be fully briefed before the visit.
- 14.7** The Head Teacher must assess the suitability of potential helpers and leaders at a very early stage of the planning.
- 14.8** It should also be noted that for the protection of both adults and students all adults should ensure that they are not alone with a student whenever possible unless it is their own child
- 14.9** All adults on a visit should clearly understand their roles and responsibilities at all times.

The school staff retain responsibility for the group at all times.

15 Head Counts

- 15.1** Whatever the length of the visit regular head counts should be taken of the students, particularly before leaving any venue.
- 15.2** All adults should carry a list of all the students and adults involved in the visit.
- 15.3** Students, especially those in EYFS, should be easily identifiable. All students will generally be required to wear full school uniform during off-site visits. EYFS students will also wear hi-visibility vests over their uniform.
- 15.4** The group leader should identify rendezvous points and tell students what to do if they get separated from the group.

16 Insurance

16.1 Public Liability Insurance

This provides protection for the school in respect of its legal liabilities to third parties.

16.2 Employer's Liability and Personal Accident Insurance

These insurance arrangements protect Grangewood Independent School in respect of its legal liabilities towards employees, paid or voluntary.

Grangewood Independent School does not provide insurance cover for any property belonging to children, staff, instructors, or voluntary helpers.

17 Transport

17.1 The group leader should consider:

- Passenger safety
- Type of journey
- Traffic conditions
- Insurance cover
- Weather
- Journey time and distance

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- Stopping points on longer journeys
- Supervision

18 Supervision on Visits During Transportation

18.1 The level of supervision necessary during transportation should be considered as part of the risk assessment.

- Level of supervision on coaches/mini buses
- Safety when crossing roads
- Safety of pupils at dropping off points
- Head counts when getting on and leaving transport
- Responsibility for checking seat belts
- Travel sickness pills should only be taken when previous authorisation has been received from the parents.

19 Use of Cars

19.1 When using staff cars for transporting students the following checks will be made:

- The car is roadworthy (valid MOT)
- The driver has the appropriate licence
- The driver has the appropriate insurance (staff are covered in school employer's liability insurance)
- There will always be at least a suitable level of adults in the vehicle, excluding the driver or vehicles will travel in tandem
- Drivers and accompanying adults ensure pupils wear seat belts before journey commences
- Parents or any other adults should never be in a position where they are left alone in a car with a student and a central dropping off place is arranged.
- Booster seats are used where necessary (see the following information).

19.2 Rules concerning the use of seat belts and booster seats:

Children over three and up to 1.35 metres in height (approx 4ft 5ins) or the age of 12, whichever they reach first, must use what the government calls the "correct child restraint" ("booster seat").

There are three exemptions where a child in this category does not have to use a child restraint, but must use the adult belt instead: in a taxi if travelling a short distance because of an "unexpected necessity" or if there are two occupied child booster seats in the rear which prevent a third being fitted.

A child of three or over may travel unrestrained in the rear seat of a vehicle if seat belts are not available.

Children over 1.35 metres, or who are 12 or 13 years old, must wear an adult seat belt in the front and rear seat "if available".

Passengers 14 and over must also wear seat belts in the front, (and back seats, if available). They are deemed as adult passengers, so it is therefore their legal responsibility - not the driver's - to comply with the law.

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20 Emergency Procedures

20.1 School staff in charge of visits have a duty of care to make sure that their pupils are safe and healthy.

20.2 They also have a common law duty to act as a reasonably prudent parent would. School staff should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

20.3 If an accident happens the priorities are:

- To assess the situation
- Safeguard the uninjured members of the group
- Attend to the casualty
- Inform the emergency services
- Inform school (who will inform the home contact)
- Ensure that a teacher accompanies any casualties to hospital if necessary and the rest of the group are supervised
- Notify the police if needed
- Ascertain telephone numbers for any future calls
- Write down accurately all relevant facts and witness details and preserve all vital evidence
- Keep a written account of all events, times and contacts after the incident
- Complete an accident report form as soon as possible
- No one in the group should speak to the media and no names should be provided
- No one in the group should discuss any legal liability with other parties

20.4 In an emergency the group leader would usually take control of the situation.

20.5 The school contact's main responsibility is to link the group with the home and to provide assistance as necessary.

20.6 This named person (the Head Teacher) should have all the information about the visit.

21 Visits

21.1 Swimming Pools

When using a swimming pool Mr Blankson will ensure a Health and Safety Risk Assessment has been completed by the owners of the pool.

A school Risk Assessment will also be conducted as follows by the Head Teacher (Mrs Roberts).

A minimum supervision level of 1 adult to every 12 pupils is recommended.

The following checks should be made

- is there constant pool supervision by a sufficient number of qualified staff
- is the water temperature appropriate

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- where there is no lifeguard the swimming lesson will not take place
- is the water clear
- are there signs indicating depth of water
- does the pool cater for children with disabilities
- does the deep end allow for safe diving
- is there a resuscitator and other pieces of first aid and rescue equipment and is there someone trained to use them
- is there a changing room for each sex
- are the changing and showering facilities safe and hygienic
- can clothes be stored safely
- have the pupils been instructed how to behave around water.

21.2 Farm/Zoo Visits or Environmental Centres

Farms can be very dangerous places even for the people working on them.

Risks to be addressed should include those arising from the misuse of farm machinery and the hazards associated with E-coli food poisoning and other infections.

The farm should be well managed and have a good reputation for safety standards and animal welfare, and that it maintains good washing facilities and clean grounds and public spaces.

Pupils should not:

- Place their faces against the animals or put their hands in their mouths after feeding animals
- Eat until they have washed their hands
- Sample any animal foodstuffs
- Drink from farm taps
- Ride on tractors or other machines
- Play in the farm area

21.3 Residential Visits

Staff ratio should be at least 1 member of staff for every 10 pupils.

- The group should ideally have adjoining rooms with School staff quarters next to the pupils' rooms – the group leader should obtain a floor plan of the rooms reserved for the groups use in advance;
- There must be at least one teacher from each sex for mixed groups
- There must be separate male and female sleeping/bathroom facilities for pupils and adults
- The immediate accommodation should be exclusively for the groups use
- There should be appropriate and safe heating and ventilation
- The whole group should be aware of the layout of the accommodation, its fire precautions/exits, its regulations and routines, and everyone can identify key personnel
- Security arrangements where the reception is not staffed 24 hours a day, security should be in force to stop unauthorised visitors
- All staff employed at the centre should be checked on their suitability for working with young people
- Locks on doors should work in the groups rooms but appropriate access should be available to School staff at all times

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- There should be drying facilities
- There should be adequate space for storing clothes, luggage, equipment
- There should be adequate lighting
- There should be provision for children with special needs and for those who fall sick
- Balconies should be stable, windows secure, electrical connections safe
- Where possible pupils should not be lodged on ground floor rooms
- The fire alarm must be audible throughout the whole accommodation
- There should be recreational facilities for the group
- There should be an appropriate number of School staff on duty during the night
- As soon as possible after arrival a fire drill should take place

22 Curriculum links

22.1 For each subject in the curriculum there is a wide range of corresponding educational activities suitable for the desired outcome of meeting the aims listed above:

- English – theatre visits; visits by or to venues hosting authors, poets and theatre groups;
- science – use of the school grounds, visits to botanical gardens, science museums, environmental centres, observatories;
- mathematics – use of shape and number trails in the local environment, conducting of surveys (ie. traffic);
- history – castle visits, study of local housing patterns, local museums;
- geography – use of the locality for fieldwork, river studies, visits to contrasting locations;
- art and design – art gallery visits, use of the locality;
- PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches, weekly swimming for KS2, use of local athletics stadium for annual Sports Day event;
- music – a variety of specialist music teaching, extra-curricular activities, local schools' orchestra, concerts (Young Voices), LSO workshops;
- design and technology – visits to design centres;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – presentations in the locality, visits by local clergy.
- PSHE and citizenship – visit to the fire station or an old people's residential home, visits by local police officers, fire fighters, environmental officers, health workers, supporting local charities and community cohesion in cultural events; etc.
- British Values – Houses of Parliament, town hall, etc

23 Further health and safety considerations

23.1 All adults accompanying a party must be made aware, by the Group Leader/Class teacher, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.

23.2 Before a party leaves school the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.

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- 23.3** The safety of the party, and especially the children, is of paramount importance. During the activity the Group Leader/Class teacher must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.
- 23.4** Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise their own safety, that of others or the good name of the school, the Group Leader/Class teacher should discuss with the Headteacher the possibility of excluding that child from the activity.
- 23.5** More detailed guidance on procedures and requirements can be obtained from the Hazardous Activities information provided by the venue. On off-site visits, the Group Leader/Class teacher will administer first aid and if deemed necessary telephone for emergency service; then inform the school who will contact the parents. The Group Leader/Class teacher must stay with the injured child whilst helpers reassure and support the other children.

24 Missing child procedures during off-site visits

Staff are required to follow the school's policies and procedures at all times. If the requirements of these are being observed, the likelihood of a child being lost or missing is minimal. All staff will work cooperatively and plan carefully to ensure no child is ever out of sight.

- 24.1** Very occasionally a child may become separated from the group or lost during an off-site visit.
- 24.2** If it is realised that a child is no longer with the group, staff will carefully search the surrounding area without leaving the group. If the child cannot be found then Grangewood Independent School Head teacher will be contacted, who will contact the parents/carers immediately.
- 24.3** If necessary, the police will be informed, and all the children will be returned to the setting. We will then complete an incident report and contact and inform Ofsted.
- 24.4** More detailed information and procedures can be found in Grangewood Independent School Missing Child Policy.

25 Group Leader/Class teachers' planning

- 25.1** Group Leader/Class teachers must read thoroughly the appropriate guidance for off-site activities:

26 Visit plan

- 26.1** The visit plan for intended educational visits must include the following:
- risk assessment (*see section 4*);
 - report on preliminary visit;
 - applications for approval of visit;
 - general information;
 - names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
 - travel schedule;

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- accommodation plan (if applicable);
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for Group Leader/Class teachers and escorts;
- guidance for the emergency contact and Headteacher;
- medical questionnaire returns;
- first-aid boxes.

13 Monitoring and review

13.1 This policy is monitored by the governing body and will be reviewed every two years or before if necessary.

Signed:

Date:

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