



Streetsbrook Infant & Early Years Academy



Educational Visits Policy

STREETSBROOK INFANT & EARLY YEARS ACADEMY

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

'Learning for Life'

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths

Happiness

Developing successful relationships where individuals can build and follow their dreams

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale

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This policy was written by Mrs Elspeth Miller (EVC) in consultation with staff. It has been based upon The School Bus Model Policy for Educational Visits and is aligned with Department of Education and Health and Safety Executive guidance and best practice guidance for academies, foundation and voluntary aided schools within Solihull, updated in November 2021. It fully reflects National Guidance from the Outdoor Education Advisors Panel.

Introduction

Streetsbrook Infant & Early Years Academy understands that educational visits offer unique and motivating educational experiences.

As an employer Streetsbrook Infant & Early Years Academy is responsible under the Health and Safety at Work etc. Act 1974 for the health and safety of the participants and leadership team of all educational visits. Streetsbrook Infant & Early Years Academy takes the health and wellbeing of staff and children very seriously.

National Guidance from the Outdoor Education Advisors Panel starts from three basic premises:

1. Well planned and facilitated opportunities to learn in the real world, away from the classroom, and to experience adventure, help to improve the lives of young people.
2. Facilitating learning outside or off-site does not need to be more difficult than inside a classroom. Planning and management should, therefore, be practical, proportionate and non-bureaucratic.
3. The key to effective and successful outdoor learning and off-site visits is:
The right leaders doing the right activities with the right young people in the right places at the right times.

OEAP National Guidance seeks to describe good practice which builds on these basic premises and can be accessed at www.oeapng.info.

Definitions

An **Educational Visit** is defined as: all academic, sporting, cultural, creative and personal development activities, which take place away from the young persons' school or youth setting, and make a significant contribution to learning and development of those participating. A visit may take place at any time of the year. 'Educational Visits: Best Practice: 2009' document section 4.1.

A **Residential** means an educational visit which includes an overnight stay.

In loco parentis means that the group leader of any educational visit has a duty of care over the children in place of a parent.

Key roles and responsibilities

The Governing Body of Streetsbrook Infant & Early Years Academy is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy.
- Ensuring educational trips and visits positively impact on children, teaching them new life skills and providing new experiences.
- Promoting good safeguarding practices to ensure the safety of children when partaking in extra-curricular trips and activities.
- Oversight of all residential educational visits

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Being part of the approval process for extra-curricular trips and activities.
- Appointing an educational visit coordinator (EVC)
- Ensuring the educational visits coordinator is competent to oversee the coordination of off-site education, and arranging for training to be undertaken as necessary.
- Overseeing the work of the educational visits coordinator, ensuring a whole-school approach is adopted when planning and coordinating extra-curricular trips and activities.
- Liaising with the educational visits coordinator and communicating information regarding any planned trips to parents.
- Liaising with the governing board regarding the organisation of extra-curricular trips and activities, including settling any disputes.
- Ensuring suitable safety measures are in place prior to each trip or activity including the completion of relevant paperwork, including risk assessments.
- Ensuring there are contingency plans in place in the event of a member of staff being absent on the day of the trip or activity.
- Ensuring the issues of succession planning are addressed to ensure the sustainability of visits.
- **Final and formal 'approval' of all educational visits**

Educational Visits Coordinator (EVC)

At Streetsbrook Infant & Early Years Academy the Headteacher has appointed an Educational Visits Co-ordinators.

The Educational Visits Co-ordinator at Streetsbrook is currently Mrs Elspeth Miller.

The EVC is responsible for:

- Overseeing all issues and controls regarding educational visits.
- Overseeing all essential documentation for the visit.
- Liaising between all appropriate parties, during the planning and organising of educational visits.
- Ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy.
- Ensuring risk assessments are undertaken prior to educational visits. (See Notification, Planning and Approval of Educational Visits EVOLVE)
- Appointing an appropriate member of staff to be the designated leader of the educational visit.

The designated leader in charge of the trip is 'in loco parentis' and has a duty of care to all children on the trip. They are also responsible for:

- Checking the schedule is free on the school calendar prior to planning an educational visit.
- Identifying the educational purpose of the visit and presenting its benefits to the headteacher.
- Ensuring a well organised and safe itinerary prior to an educational visit, and communicating this to all participating adults.
- Completing all essential documentation for the visit, including risk assessment. (See Notification, Planning and Approval of Educational Visits EVOLVE)
- Informing parents of the proposed educational visit in good time.
- Ensuring appropriate permissions are sought and received prior to the educational visit.
- Understanding operating and reviewing safeguarding measures throughout the planning, organisation and delivery of the educational visit.
- Delegating appropriate responsibilities to other staff members on the school trip.

- Ensuring all adults on the trip are aware of their responsibilities and that the necessary checks have been carried out on volunteers.
- **Staff are responsible for:**
- Adhering to this policy and applying its principles when participating in educational visits.
- Liaising with the designated leader to understand personal responsibilities and ensuring the smooth running of the educational visit
- Implementing the agreed actions of any risk assessment, ensuring the safety of the children is maximised throughout.
- Bringing to attention any failings in the risk assessment process relating to the educational visit.
- Ensuring that, during visits to outdoor spaces, they keep the area tidy and free from litter.

Children are responsible for:

- Following instructions from staff while on educational visits.
- Behaving in a manner which matches the ethos of the school, and for following the behaviour rules set out in the school's behaviour policy.
- Keeping pride in their presentation, understanding that they are representing the school whilst on an education visit.
- Ensuring that, during visits to outdoor spaces, they keep the area tidy and free from litter.

Basic Requirements

As an employer, Streetsbrook Infant & Early Years Academy ensures that its employees have an understanding of basic requirements associated with Educational Visits by providing:

- Regular and ongoing training on this policy, Educational Visits Policy.
- Access to advice, support and training to ensure professional understanding of current guidance and expectations.

Outdoor Education Advisors Panel (OEAP) National Guidance

The OEAP National guidance is a source of good practice for managing and delivering outdoor learning and off-site visits and a place to seek information on the application of relevant legislation.

www.oeapng.info.

- Access to up to date guidance relating to Learning Outside the Classroom.
The Council for Learning Outside the Classroom (CLOtC) provides support for education professionals, aiming for good quality learning outside the classroom
www.lotc.org.uk
- Regular and ongoing training in respect to EVOLVE, The Visit Planning and Approval System for Solihull Metropolitan Borough Council
EVOLVE.edufocus.co.uk/solihullvisits.org.uk
- Systems and processes to ensure regular and ongoing role specific training, including;
Educational Visit Coordinator (EVC) Training
Educational Visit Coordinator (EVC) Revalidation Training

Educational Visits Coordinator training, revalidation training and Visit Leader training courses are available through the Health and Safety Support Team. Staff will need to review their training

every 3 years. For further information please contact healthandsafetysupport@solihull.gov.uk or call 0121 704 6328

Health and Safety Support Team (HSRT)

Streetsbrook Infant & Early Years Academy has the support of SMBC Health and Safety Risk Team, through its Service Level Agreement (SLA) The HSRT provide health and safety and general risk management advice and guidance including advice on learning outside the classroom, teaching & learning approaches, the curriculum, educational legislation and safeguarding:

They will:

- provide advice and guidance to schools and settings to help promote the safe management of educational visits and trips.
- keep up to date on changes to health and safety legislation and guidance.
- carry out periodic audits to measure and monitor health and safety standards contained within this policy.
- work in conjunction with the academies to ensure this policy and any associated guidance is kept up to date.

They can be contacted by telephone or email

Health and Safety Risk Team
Resources Directorate
Solihull MBC
Tel: 0121 704 6328
Email: healthandsafetysupport@solihull.gov.uk

Janet Payne, Senior Health and Safety Advisor, 0121 704 6609, Janet.payne@solihull.gov.uk
Colleen Shine, Health and Safety Assistant Advisor, 0121 704 6451, Colleen.shine@solihull.gov.uk

Notification, Planning and Approval of Educational Visits

It is a requirement that Streetsbrook Infant & Early Years Academy use EVOLVE, the online Educational Visit Planning and Approval System for Solihull Metropolitan Borough Council, when undertaking any educational visits. [EVOLVE.edufocus.co.uk solihullvisits.org.uk](https://EVOLVE.edufocus.co.uk/solihullvisits.org.uk)

EVOLVE ensures SMBC acknowledges the proposed educational visit and confirms that the visit meets the standards expected for planning and implementation. It also allows for support in the event of a critical incident. **Final and formal 'approval' of all educational visits is the responsibility of the headteacher and the governing body of Streetsbrook Infant & Early Years Academy**

Educational Visits undertaken by Streetsbrook fall into two distinct categories.

1. Local Area Learning:

Local Area Learning visits/activities are undertaken within a specified local area as part of the normal curriculum and during the normal school day.

Appendix (i) outlines our Operating Procedure in regard to the Local Learning Area

Appendix (ii) shows a map of the area designated as the Local Learning Area.

Local Learning Area visits/activities:

- must be recorded on EVOLVE via the 'Local Area Visit' module
- do not require parental consent (parents should be informed in advance)

- do not normally need additional risk assessments. A generic Risk Assessment for routine activities within the Local Learning Area is available Appendix (iii)
 - must have verbal approval from the Head/EVC before departure
2. **Non Local Area Learning:**
Visits/activities undertaken outside the Local Learning Area.

Non Local Learning Area visits/activities:

- must be recorded on EVOLVE via the 'Visit Form' module
- must include a 'visit specific' risk assessment, which covers those risks not covered by a venue/ external provider's generic risk assessment. This should include, but is not limited to, travelling to and from the venue, general safeguarding arrangements of pupils, medical and health issues. Appendix (iii)
- must have signed approval from the Headteacher and EVC

Risk Assessments

Streetsbrook Infant & Early Years Academy has a legal duty to ensure that risks are managed, requiring them to be reduced to an "acceptable" or "tolerable" level. It is not a reasonable expectation that risk can be eliminated.

The Risk Assessment made for any proposed Educational off-site visit should:

- Identify any significant risks which children, staff and supporting adults may be exposed to and outline control measures that will be put in place to reduce risk to an acceptable level.
- Be passed on to the EVC and Headteacher for consultation and approval.
- Be carried by the Visit Leader, on the day of the visit.
- Where a venue/provider has their own risk assessment it should be combined with a Streetsbrook Infant & Early Years Academy risk assessment and not be replaced by it. Appendix (iii)

Charges for Off-site Activities and Visits

Any activity which is an essential part of the National Curriculum or takes place during school time must be provided free of charge. However, voluntary contributions may be sought, provided that where such contributions are not forthcoming the activity must be provided for all relevant children, or must be cancelled entirely.

For activities which are additional to or an enhancement of the National Curriculum and which take place outside of school time, compulsory payment must be made to take part in the visit.

Children identified as qualifying for Pupil Premium funding may be awarded full or partial payment in respect of the above.

Vetting and DBS Checks

Streetsbrook Infant & Early Years Academy employees who work frequently or intensively with, or have regular access to young people or vulnerable adults, must undergo an enhanced 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.

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 common sense risk-benefit assessment process has been considered.

Requirement to Ensure Effective Supervision

Effective supervision will be determined by:

- Staff competence and experience
- Activity- nature and location of the activity (including the type of activity, duration, skill levels involved)
- Group- age (including the development age) of the group; ability of the group (including SEN, behavioural, medical, and vulnerability needs).

The minimum adult/child ratio is as follows:

Child Age	Childcare	Nursery	Reception	Years 1 and 2
Adult Ratio	1: 2-3	1:4-6	1:6	1:6

Preliminary Visits and Provider Assurances

All visits 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 management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Pre-visits are always required for visits where there is a high complexity factor and where the visit has not happened previously.

It is good practice for Visit Leaders to note if a venue/ external provider is registered as part of a nationally accredited, assurance scheme.

Examples of such schemes include:

- The LOTc Quality Badge
- AALS licensing
- Adventuremark
- The Association of Heads of Outdoor Education Centres (Gold Badge)

Streetsbrook Infant & Early Years Academy takes the view that where a venue/ provider holds one of the above accreditations, the need to seek further assurances is reduced.

Insurance

Streetsbrook Infant & Early Years Academy has public liability insurance. Details of cover and emergency contact details are included within the Academy's policy documentation.

Inclusion

Educational Visits are an integral part of the curriculum. All children are entitled to participate irrespective of social background, culture, race, gender, difference in ability or disabilities. Every effort is made to ensure that outdoor learning activities and visits are available and accessible to all. (Also see Charges for Off-site Activities and Visits)

Staffing

To be deemed competent, a Streetsbrook Infant & Early Years Academy Visit Leader, must be able to demonstrate the ability to operate to the current standards of recognised good practice for that role.

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and only be given such responsibilities as are in keeping with the above guidance. Careful consideration of competence issues is applied to both newly qualified and newly appointed staff.

Where volunteers are parents, or in other close relationships with children taking part in an educational visit consideration is given as to whether this could have an impact on the management of the visit.

Travel

Travel should be organised through reputable agencies and travel companies. Streetsbrook Infant & Early Years Academy should ensure that any insurance cover included within a package is adequate.

Before the Visit

Thorough preparation for a visit must be undertaken. The EVC and Headteacher should be consulted regarding the arrangements, nature and purpose of the visit. The visit should have clear educational aims. The following must be addressed and incorporated into the Risk Assessment on EVOLVE at least three weeks prior to the Visit:

- **Staffing requirements-** trained? Experienced? Competent? Ratios?
- **Activity characteristics-** Specialist? Insurance issues? Licensable?
- **Group characteristics-** Prior experience? Ability? Behaviour? SEN?
- **Environmental conditions-** Like last time? Impact of weather? Water levels?
- **Distance from support mechanisms in place at the home base-** Transport? Residential?

The following should also be considered:

- Parents must be advised of the details of any visit and kept fully informed.
- All necessary permission/consent slips must be obtained.
- Where necessary a pre-visit should be undertaken, to ensure the Visit Leader has first-hand knowledge of the venue and to ensure risk assessment is accurate and relevant.
- Appropriate vetting and DBS checks must be undertaken.
- Contingency planning in the event of a member of staff being absent on the day of the visit.

On the day of the Visit

In addition to measures documented on the Risk Assessment staff should:

- Ensure that the coach driver has the contact details for Streetsbrook Infant & Early Years Academy.
- Carry a class list and group list with them and regularly head count the children to check everybody is present within the allocated group.
- Carry contact details for the emergency contact at Streetsbrook Infant & Early Years Academy and a full list of contact telephone numbers for the adults attending the visit. In line with current data protection a temporary record of this should be held by Streetsbrook Infant & Early Years Academy and appropriately disposed of after the visit.

After the Visit

An evaluation of the visit should be completed, within three weeks return of returning from the visit. Details of any accident/incidents should be reported to the EVC and recorded and reviewed appropriately, via EVOLVE.

Residential Visits

At Streetsbrook Infant & Early Years Academy, Year 2 children may be offered an annual residential to a venue such as Blackwell Adventure.

In addition to ensuring the systems and procedures for educational visits are adhere to the Residential Leader will ensure that:

- There are clear lines of communication between the Centre Leader and the School Leader.
- Good safeguarding practices are in place to protect children and staff.
- Before, and more fully on arrival, children are made familiar with the centre environment.
- The group's immediate accommodation is exclusively for the use of the group.
- Children's dorms are located close to those of adults.
- All staff/children are made familiar with emergency procedures including escape routes.
- Clear, appropriate and understandable boundaries are set for the group.
- Whenever practicable a member of school staff is present during centre led activity sessions and available to support in an emergency. Should this not be possible a member of school staff will always be close at hand and easily contactable.
- Unstructured free time is limited, in order to maintain group cohesion and support/monitor children's wellbeing during their time away from home.

Safeguarding

When any concerns about a child are identified these should be raised with the designated safeguarding lead within the setting. When visits occur out of hours, or out of term time, adequate and appropriate cover arrangements must be in place.

Emergency Procedures

Streetsbrook Infant & Early Years Academy is committed to providing emergency procedures to support staff. The Academy have in place an Educational Visits Emergency Plan which follows a model advised by The Outdoor Education Advisers' Panel (OEAP) Appendix (v)

In the event of an emergency staff are advised:

1. Remain calm- assess the situation
2. Safeguard yourself and then any uninjured members of the group. Make sure everyone is:
 - a) Accounted for
 - b) Safe
 - c) Adequately supervised
 - d) Briefed to ensure they understand what to do to stay safe.
3. The Visit Leader should delegate assistant leaders – so that you can overview the event
4. Call the emergency services as appropriate
5. Carry out first aid to the best of your ability

When it is safe to do so, staff must liaise with the emergency contact at Streetsbrook Infant & Early Years Academy.

Staff should ensure that all incidents including any “near-misses”, arising from activities covered by this policy are reported to the EVC and updated on EVOLVE as soon as reasonably possible.

Critical Incident

A critical incident may include an incident where any member of a group undertaking an off-site activity has:

- either suffered a life-threatening injury or fatality
- is at serious risk
- has gone missing for a significant and unacceptable period

All health and safety related accidents/incidents including any “near-misses”, arising from activities covered by this policy must be submitted to the **Health and Safety Risk Team** via the online [Assure Incident Reporting System](#)

Advice and support in the event of a Critical Incident can be sought from the Health and Safety Risk Team.

HSRT

Resources Directorate

Solihull MBC

Tel: 0121 704 6328

Email: healthandsafetysupport@solihull.gov.uk

Monitoring and Review

This policy will be reviewed every three years, and any changes will be communicated to all members of staff.

This policy was ratified by the Curriculum & Standards Committee on 8 March 2022

Signed.......... Chair

Signed.......... Headteacher

This policy will be reviewed in the Spring Term of 2025

Elsbeth Miller

Deputy Head Teacher

Appendix (i)

Local Learning Area Operating Procedure

General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day will follow the Operating Procedure below.

Local Learning Area visits/activities:

- must be recorded on EVOLVE via the 'Local Area Visit' module
- do not require parental consent (parents should be informed in advance)
- do not normally need additional risk assessments. A generic risk assessment for routine activities within the Local Learning Area is available
- must have verbal approval from the Head and EVC before departure

Boundaries

The boundaries of the Local Learning Area are shown on the Local Learning Area Map.

This area includes, but is not limited to, the following frequently undertaken visit/activities:

- Palmer Rough Local Nature Reserve
- Route to/from/around Shirley town centre, including shops, park, churches, library
- Route to/from and within the buildings and grounds of Sharmans Cross Junior School
- Route to/from Arnold Road post box

'No-go' areas

Activities which take children within very close proximity of the pond within Palmers Rough Local Nature Reserve. A specific risk assessment would be required in this instance.

The following are potentially significant issues/hazards within our Local Learning Area:

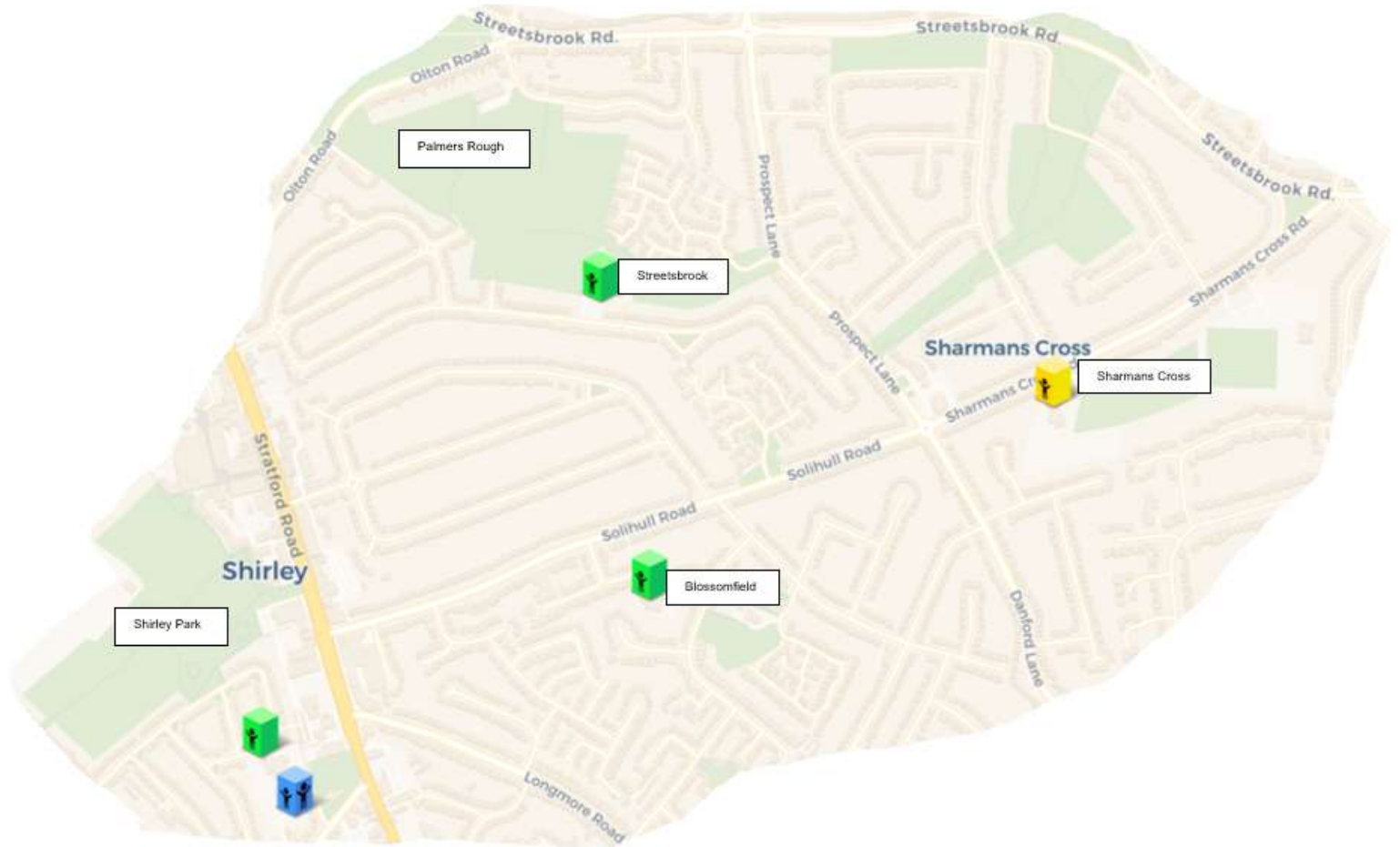
- Road traffic.
- Other people / members of the public / animals.
- Losing a child.
- Slips, trips, falls and collisions.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc.).

These are managed by a combination of the following:

- The EVC/ Head must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will be a minimum of two adults supervising any Local Area Learning visit/activity.
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Children have practiced standard techniques for road crossings in a group.
- Where appropriate, children are fully briefed on what to do if they become separated from the group.
- Children's clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- First aid equipment will be provided and checked
- Staff will record the activity on EVOLVE (Local Area Visit module)
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment will be taken when needed (e.g. gloves.)

Appendix (ii)

Map showing designated Local Learning Area



Appendix (iii)

Risk Assessment for routine activities within the Local Learning Area

ACTIVITY AND ENVIRONMENT: Visits/Activities within the Local Learning Area

* Please ensure that you review during planning and after visit.

1. Identification of Significant Hazards and Risks: <i>Those hazards and risks that may result in serious harm or affect several people</i>	2. Control Measures:
Trips or falls / Collision with stationary objects	Adults to be vigilant for hazards on the route and at destination. Children to be reminded to walk at all times and to be vigilant for hazards First aid pack to be taken A qualified paediatric first aider should accompany the visit/activity. Mobile phone and relevant emergency contact details to be carried by group leader. (minimum requirement) School office to have a note of this number
Road Accident	All children to stay in pairs, supervised carefully by adult helpers and staff. Prior to the visit, teachers to remind children about road safety. Adults to walk kerbside and ensure all children walk a safe distance from the kerb. Crossing staff to wear high visibility vests. When crossing roads two members of staff to stop traffic, one adult to lead across and one adult to stay at back to ensure all are across safely. Where available, official crossing points to be used. E.g. Zebra/Pelican crossing
Loss of children	It is recommended to have a minimum ratio of 1:6 Regular headcounts and checks by register. High visibility tabards to be worn by all children. Adults to accompany children to the toilets. (female toilets only, unless given exclusive use of alternative) Prior to the visit teachers to remind children about the importance of staying with the group and what to do should they become separated from the group.
Stranger Danger	Prior to the visit, teachers to remind children they should not to talk to strangers. High visibility tabards to be worn by all children. Children to be carefully supervised by staff and adult helpers. DBS cleared staff only to accompany children on toilet visits.
Children with significant medical needs	Teachers to carry a list of medical needs. Teachers to carry medication for children with existing medical conditions. Children with significant medical needs to be directly supervised by class teacher. Mobile phone and relevant emergency contact details to be carried by group leader. (minimum requirement) School office to have a note of this number. First aid pack to be taken. A qualified paediatric first aider should accompany the visit/activity.
Children with specific behavioural or educational needs e.g. EHCP	Appropriate adjustments to be made for any children with specific behavioural or educational needs. An additional Child specific Risk Assessment may be required All staff to be aware of needs and to support when/if advised
Infection /spread of C-19	Anyone with C-19 symptoms should not participate in the visit/activity. All staff to abide by government legislation at the time of the visit. All children/staff to wash hands before leaving school and where appropriate wash/sanitise hands regularly during the visit/activity. Prior to the visit, all staff and children to be reminded of current C-19 guidance and the related expectations for this visit/activity. All staff and children to wash hands upon return to school.

Appendix (iv)

Risk Assessment for Off-site Visits outside the Local Learning Area

ACTIVITY AND ENVIRONMENT:

PARTICIPANTS COVERED BY THIS ASSESSMENT:

MINIMUM RECOMMENDED RATIO:

1. Identification of Significant Hazards and Risks: <i>Those hazards and risks that may result in serious harm or affect several people</i>	2. Control Measures: <i>Controls, this may include relevant sources of guidance</i>

I can confirm all the above control measures are in place:

Visit Leader Signature:

Date:

Approved by:

EVC Signature:

Date:

Headteacher Signature:

Date:

Appendix (v)

Streetsbrook Infant & Early Years Academy Emergency Procedures for Visit Leaders

These procedures are based on OEAP National Guidance.

All members of the visit leadership team should have easy access to a copy of the procedures throughout a visit and be able to take action if there is a problem.

The sequence of emergency procedures will depend upon the nature of the emergency.

Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. If possible, delegate actions to other leaders and participants
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
5. Call relevant emergency services if necessary
6. Carry out first aid to the best of your abilities.

First Aid

The aims of first aid are to

1. Preserve life:
 - a. Casualties need to be able to breathe – if they are unconscious put them into a safe airway position.
 - b. Try to find and stop any serious external bleeding.
2. Prevent the condition worsening:
 - a. Protect the casualty from the environment - keep them warm and dry.
 - b. Monitor their condition.
3. Promote recovery:
 - a. Talk to them, reassure them, hold their hand, provide emotional support.

Urgent Action

Take stock and plan, delegating where possible.

Call school emergency contact (or LA emergency contact) if any of the following apply:

- You need support;
- The emergency services are involved;
- The incident is serious;
- The press/media are involved.

They could need the following information:

- Who you are, which establishment you are from and what your role is within the group;
- The number you can be called back on;
- The nature of the emergency and details of the incident;
- What help you need;
- Whether the emergency services are involved;
- How many casualties there are and their status;
- The number of people in your party;
- Your location, and whether you plan to move.

Liaise with, and take advice from, the emergency services if they are involved.

Address the urgent needs of the group:

- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g. shelter, food and drink, transport;
- Emotional needs, e.g. remove them from the scene, provide reassurance and emotional support

Start a written log of actions taken and conversations held, with times.

Further Actions and Follow-Up

Take stock again and re-plan the next phase.

Deal with any casualties who are in the care of the emergency services:

- Accompany them to hospital;
- Keep track of who is where.

Consider the needs of yourself and fellow leaders – are you/they coping?

Liaise with school / LA – hand over what you can to them, to reduce the stress on you.

Continue the written log with all details of the incident of the actions taken, including names and contact details of any witnesses.

Address the further needs of the group, for example:

- Toilets, clean/dry clothes;
- Transport;
- Contact with home.

Refer all media, parental or other enquiries to school or LA.