

# Priestley Primary School

## OFF SITE VISITS POLICY



### Philosophy

This is our chance to make a strong case that, in developing a progressive curriculum that ensures young people are well prepared for life beyond and after school, they must have opportunities to experience the world beyond the classroom.

Council for Learning Outside the Classroom Chief Executive Officer Kim Somerville: April 2019

### Principles

Off-site visits are activities arranged by or on behalf of the school, 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.

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 pupils at all times.

Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day.

These visits aim to:

- Enhance curricular and recreational opportunities for our pupils;
- Provide a wider range of experiences for our pupils than could be provided on the school site alone;
- Promote the independence of our children as learners and enable them to grow and develop in new learning environments.

### Procedures

The school will appoint Educational Visits Co-ordinators (EVC's). The EVC's will be involved in the management of educational visits.

The nominated EVC's are:

Mrs Emma Clifford  
Mrs Formoy-Brown  
Amy Waterfield

Visits are based on the school curriculum and discussed and agreed at the SLT meetings. Once agreed, the SBM then books coaches and venues as required, and the EVC's can carry out their areas of responsibility.

EVC's are to gain the relevant information and log the details on the EVOLVE system.

Where staff are proposing additional off-site activities, not on the agreed programme, they must seek and obtain the approval of the Headteacher before any commitment is made on behalf of the school.

The EVC's will:

- ensure that risk assessments are completed by the trip leader;
- scrutinise **Category A** visits and forward to head for authorisation, refer **Category B** visits to the County Outdoor Visits Adviser.
- organise related staff training;
- maintain the online records of visits and ensure there are regular generic assessments of the risks, for example road-crossing where there are frequent visits to local venues, for example a swimming facility.
- ensure staff arranging or otherwise involved in off-site activities familiarise themselves with the regulations, advice and procedures
- ensure all off-site activities take place in accordance with the LA's instructions
- All trips to be scrutinised by a member of the EVC team.
- Ensure emergency action card is filled in prior to trip taking place.

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the headteacher before any commitment is made on behalf of the school. A comprehensive visit plan should be provided by the member of staff to allow for an informed decision to be made.

The Office staff and trip leader will make sure that all necessary permissions and medical forms are obtained.

Where the activity involves a period of more than 24 hours, an overnight stay, or a journey by sea or air, the headteacher will seek the approval of the Local Authority before permitting the activity to take place.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that they are included. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

### **Risk assessment**

Staff planning an off-site activity should make a preliminary visit to the venue, where possible, 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 party leader 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 activities. These will be included to the trip Risk Assessment file.

### **Transport**

The costing of off-site activities should include any of the following that apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;
- fees associated with Parentpay;
- any refreshments the school has opted to pay for.

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

### **Communication with parents**

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission in writing before a child can be involved in any off-site activities. Parents give permission for local walks when signing the Home School Agreement annually.

Funding for off-site activities is provided mainly by parental contributions, voluntary except in the case of residential visits, and a subsidy from school funds. This must be made clear to parents in all correspondence about an educational visit at the planning stage.

No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through the school prospectus and letters sent home about intended visits. Parents will be able to pay on Parent Pay for the trips each term.

The timetable for the payment of contributions should allow for the headteacher to make a decision about the financial viability of the activity in reasonable time.

### **Further health and safety considerations**

All adults accompanying a party must be made aware, by the party leader, 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. The Visit Leader will have an Emergency Action Card (Appendix 2) which will have contact details to be used in the event of an emergency.

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. The safety of the party, and especially the children, is of paramount importance. During the activity the party leader 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.

The Visit Leader will have a meeting with the volunteers to go through requirements on the trip and also advise that volunteers are not allowed to use their mobile phones, apple watches or any other smart devices when on the trip. This is from the time they enter the school until the time they leave the school at the end of the trip.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the headteacher the possibility of excluding that child from the activity.

More detailed guidance on procedures and requirements can be obtained from the Local Education Authority's Off-Site & Hazardous Activities File held by the EVC.

### **Group leaders' planning**

Group leaders must read thoroughly the appropriate guidance for off-site activities: updated versions on Evolve Website

- Health and Safety of Pupils on Educational Visits: A Good Practice Guide (updated versions held on Evolve) – and its supplements;
- A Handbook for Group Leaders (updated versions held on Evolve)
- Group Safety at Water Margins (updated versions held on Evolve)

They must consult LA documentation detailing procedures and requirements, including guidance on Emergency Planning and Crisis Line organisation, and must draw up a Visit Plan which records in writing (including standard forms where appropriate) the arrangements that have been made.

### **Visit plan**

The visit plan for intended educational visits must include the following:

- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit for that day;
- travel schedule;
- accommodation plan (if applicable);
- full plan of activities;
- intended arrangements for supervision;
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;
- guidance for the emergency contact and headteacher;
- medical questionnaire returns (if applicable);
- first-aid boxes and travel sickness equipment.

### **Parent Helpers**

All Parent helpers attending a school trip are given a briefing by the trip leader on the day of the trip. They are also given the Code of Conduct for Parent Helpers on School Trips document to read and sign, to confirm they have read and understood it and will abide by it during a school trip (see Appendix 1).

### **Staff using cars to transport children**

Members of staff occasionally transport children in their own cars. In order to do this, they must satisfy the requirements of the schools Transportation of Pupils Policy;

### **Equal Opportunities**

Adult to pupil ratios are a minimum guide only. If a child has significant additional needs then appropriate 1:1 support will be provided, even if 1:1 support is not received in school. The teacher leading the class should ensure that children with additional needs are in close proximity to her/him throughout the visit. The school aims to include all pupils on school trips and will provide additional support for children with physical, learning or behavioural needs. However, if a child's behaviour in school indicates a significant risk to the safety of themselves or the people (adults and children) with them, or the reputation of the school, they may not be allowed to participate and will remain in school. We do not discriminate against families due to inability to pay voluntary contributions for trips. We speak privately with parents who we know are in receipt of income support and other benefits and also ask on letters that parents experiencing difficulty paying should contact the Headteacher for a confidential chat. Also, consideration will be given to the protective characteristics which may need to be taken into account on rare occasions. While this may not mean a trip does not go ahead, it will be considered when planning events.

### **Following a Visit**

The Headteacher or EVC should be informed of any issues that caused concern on the trip (pupil behaviour, poor quality of trip etc.) These may need to be followed up with the establishment.

The Headteacher or EVC should be informed of the success of the trip. A particularly good visit can be followed up with the establishment and a note can be made to use that venue again.

Poor behaviour outside of school is taken very seriously and will not be tolerated. Poor behaviour on a school trip affects the reputation of all the children attending Priestley Primary School. The school reserves the right to refuse to take children on a trip if their behaviour has been poor during previous visits, or if their behaviour is likely to bring the reputation of the school not disrepute.

### **Additional References**

**Policies for: Health and Safety, Safeguarding, Transportation of Pupils & Critical Incident Policies**

**To Be Reviewed Autumn 2028**

## Priestley Primary School

### Code of Conduct for Parent Helpers on School Trips



School trips are an integral part of Priestley Primary School and it would be difficult to run these trips without the help of our parent volunteers.

However, we have a duty of care to safeguard the children on the school trips at all times, and we require all our parent helpers to abide by this Code of Conduct for Parent Helpers whilst on School Trips.

#### School Trips

- There will be a trip leader who is responsible for the whole group on the day.
- The class teacher leads the rules, routines and expectations for their children during the day with the guidance from the trip leader.
- The class teacher/school adults are responsible for **ALL** first aid and medication for their class children.
- Prior to school trip there will be a briefing for all parent helpers by the trip leader on the day of the trip.
- If you have any questions about a school trip, please see the class teacher or trip leader.
- Parents may not always have their own child in their group.
- Mobile phones and cameras are not permitted to be used while on the school trip. This includes texting, using the internet, allowing children to play games on any phone as well as answering calls. This is from the time you enter school until the time you leave school at the end of the school visit. It also includes when you are on the coach or walking back from a visit.
- All children need to be treated equally e.g. your own child cannot be given food/sweets or any preferential treatment when on a school trip.
- The teacher will give parent helpers a list of children for whom they are responsible for.
- All children are told that they must stay with their group and the group adult at all times.
- You are not to take a group of children off on your own without a school staff member.
- When the children are being supervised during toilet visits, this must be by staff members. Volunteers are not allowed into the toilets with the children. You can help with lining them up outside the toilets but not actually in the toilets when the children are in there. This includes for your own child while they are on the school trip.
- If the trip involves a coach journey, please help the children in your group to put on and fit their seatbelts. Children are not allowed to eat or drink on the coaches. The class teacher will have sick bucket/bags, if needed.
- Please help the teacher by ensuring your group follows all instructions given e.g. when and where to eat and drink, etc.
- If there is a medical or other emergency, let the class teacher know immediately. The class teacher is responsible for liaising with the trip leader who will then contact the school in emergency situations.
- During school trips there are no opportunities for volunteers to go off and purchase drinks, food, etc. You must bring sufficient food and drink for the duration of the trip.
- There are no smoking/vaping breaks allowed during a school trip.
- If appropriate, children will be permitted to bring their own money on the trip. This should not be supplemented in any way nor gifts bought for individual children or groups.

- Parent volunteers are asked to keep the same degree of confidentiality as in school. If you have any queries or problems concerning the trip, please direct these in the first instance to the class teacher, or trip leader, or if you would rather, the Headteacher on return from the trip.

Any parent volunteer that is found to be in breach of these procedures, constitutes a safeguarding risk to our children, which is unacceptable.

Volunteers that breach this Code of Conduct will no longer be able to volunteer for school trips and visits from the date of the breach of this Code of Conduct.

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I confirm that I have read and understood the above Code of Conduct for Parent Helpers on School Trips and agree to abide by these procedures at all times.

Signed: .....

Name: .....

Date: .....

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## APPENDIX 2

### Educational Visits Leader EMERGENCY ACTION CARD

#### PRIORITIES

All your actions during the incident should be guided by the following;

1. Keep your group **ALIVE** and **SAFE**. (see over)
2. Prevent the situation getting any worse.
3. Promote recovery and return to base.

#### IMMEDIATE ACTION

1. **REMAIN CALM** - Assess the situation and establish the nature and extent of the emergency
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are;
  - ✓ Accounted for and safe;
  - ✓ Adequately supervised
  - ✓ Briefed so they know what to do to remain safe.
3. Delegate to other leaders if possible so you can keep an overview of events and to allow for concurrent activity.
4. Call emergency services as appropriate. (see over)
5. See to the First Aid needs of casualties.
6. Beware of the quiet casualty.

#### ONCE THE INCIDENT IS CONTAINED

Contact your establishment. They will need to know;

- Who you are
- The number to call you on
- Nature of the emergency
- Number of casualties and their status.
- Total number in your group.
- Your current location.
- Are you staying put or moving? (If moving, where to?)
- The time the incident happened.

#### DON'T FORGET TO . . . .

- Safeguard your group
- Consider their physical needs– shelter, refreshments, transport.
- Consider their emotional needs– removing from scene of accident, providing support and comfort.
- Control communications– avoid group members using communication devices / phones unsupervised.
- Keep a written log (see over).
- Refer press enquiries to your employer.
- Liaise with / take advice from emergency services and employer.
- Inform the Consular Assistance Team if you are overseas.
- Review your actions– what more can you do?
- Arrange contact with home when safe to do so.

#### ACTION BY SCHOOL / ESTABLISHMENT

Your establishment emergency base contact should ;

- Agree a contact number to keep communication channels open.
- Call you back within a specified time.
- Initiate their critical incident plan and escalate it to employer level if appropriate.
- Manage contact with parents
- Arrange for press releases and media management.
- Arrange for a travelling team to support you if needed.
- Manage liaison with legal and insurance support.

#### IMPORTANT LEGAL GUIDANCE

- Do **NOT** admit liability
- Get witness details– names and contact details
- Take photographs.
- Do **NOT** alter or destroy any equipment.
- Keep accurate records.

**Learning Outside the Classroom Service**

**01225 713557 [evc@wiltshire.gov.uk](mailto:evc@wiltshire.gov.uk)**

EMAIL	TELEPHONE	NAME	
			Visit Leader details
<a href="mailto:admin@priestley.wilts.sch.uk">admin@priestley.wilts.sch.uk</a>	01249 812608	Priestley Primary School	My School / establishment
<a href="mailto:admin@priestley.wilts.sch.uk">admin@priestley.wilts.sch.uk</a>	01249 812608	Tracey Jefferys or Amy McRae	Nominated Base Contact
<a href="mailto:lcodes@priestley.wilts.sch.uk">lcodes@priestley.wilts.sch.uk</a>	01249 812608	Luke Coles	Headteacher (Interim)
<a href="mailto:EVC@Wiltshire.gov.uk">EVC@Wiltshire.gov.uk</a>	01225 713557 07977092153	Gary Burn LOTC Safety Adviser	LA Contact
<a href="mailto:sales@ellisonscoaches.co.uk">sales@ellisonscoaches.co.uk</a> <a href="mailto:roger@ellisonscoaches.co.uk">roger@ellisonscoaches.co.uk</a>	01285 861224 01285 861238	Ellison's Coaches	Provider / transport contact

**STAY SAFE** In a emergency call 999

## FIREARMS AND WEAPONS

**RUN** - gather your group and escape if you can  
- Consider safest route **AWAY** from incident  
- Insist others leave with you /leave belongings

- HIDE** - if you can't run, hide and stay hidden
  - Find substantial cover e.g. brick walls
  - Be quiet, silence phones / turn off vibrate
  - Lock / barricade yourself in

**TELL** – call 999 what do the police need to know?  
Think **SALUTE**.

**SALUTE**

**SITUATION** who or what have you identified as being suspicious

**ACTIVITY** describe exactly what they are doing

**LOCATION** provide exact location (use descriptive points / landmarks)

UNIT who made the observation (your details)

**TIME** time, date and duration if activity concluded

**EQUIPMENT** describe any equipment used (i.e. vehicle, colour, number plate)

## Police Non Emergency 101

**Anti Terrorism Hotline 080078932**

## DESCRIBING SOMEONE A to H

- A - Age
- B - Build
- C - Clothing
- D - Defining features (tattoos, scars etc)
- E - Ethnicity (white, black, Asian etc.)
- F - Face (eyes, nose, hair)
- G - Gender / Gait
- H - Height

## SUSPICIOUS ITEM **HOT** PROTOCOL

**HIDDEN** - is the suspicious item hidden?

**OBVIOUS** – is the item obviously suspicious?

**TYPICAL** – is the item under suspicion typical of the environment or does it look odd?

## REPORTING SUSPICIOUS ITEMS

**WHAT** – what is it? Size, description, components, do you have a photo or could you draw it from memory?

**WHERE** – where is it? Exact position, how did you get to it? Is it marked, how can it be found?

**WHEN** - When was it found? Time, has it been moved by anyone?

**WHY** Why do you think it is suspicious? Think **HOT**  
Who do you think put it there?

**WHO** -- Who are the witnesses / informant? (Your details) make yourself available to the Police / Explosive Ordnance Disposal)

INCIDENT RECORD / NOTES

[illegible]