



KISIMUL GROUP

Operational and Education Policy and Procedure

Health and Safety on Educational Visits

Policy

THE VALUE AND PURPOSE OF SCHOOL VISITS AND VENTURES

A great deal of attention is now paid to the quality and effectiveness of the learning opportunities offered to children and young people and the strategies used to promote best practice.

Attempts to enhance learning or provide realistic situations to use and apply knowledge, skills and understanding are at the forefront of good practice. Learning in its broadest sense, frequently turns to the exciting and stimulating environments that are provided outdoors. This may be just outside and beyond the classroom or group based, through journeying far and wide.

POLICY

This policy has regard to the Department of Education guidance “Health & Safety of pupils on educational visits, ref HSPV 2” and to the more recent guidance in Health and Safety Executive (HSE) advice 06/11 entitled ‘School trips and Outdoor Learning Activities’.

<http://www.hse.gov.uk/services/education/school-trips.pdf>

A key message within this document is included here as a framework for Kisimul’s ethos and principle to this integral part of the waking day curriculum.

‘Teachers should expect their schools to have procedures that encourage participation, are proportionate to the level of risk and avoid bureaucracy.’ Schools need to ensure that the precautions proposed are proportionate to the risks involved, and that their paperwork is easy to use. They should also take account of the assessments and procedures of any other organisations involved, and ensure that communications with others are clear.

The school’s arrangements for trips should ensure that: risk assessment focuses attention on real risks – not risks that are trivial and fanciful; proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed; those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more.

Children/young people regularly participate in off-site visits. These may relate to educational visits that take place as part of the curriculum during the school

day, visits for a recreational purpose during the evenings or at weekends, or visits that relate to the child/young persons' medical needs.

EQUAL OPPORTUNITIES AND INCLUSION

Everyone concerned needs to ensure that every effort is made to include all children. The challenge is to make these activities available and accessible in some form to all who wish to participate or are required to take part. This should be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion.

It needs to be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. These are significant factors to be managed, which may over-ride other considerations.

It is our policy to:

- Ensure the group leader is experienced and knowledgeable in organising the group effectively, able to monitor the risks throughout the visit and ensuring they and all other staff are familiar with the activity. This is the person with overall responsibility for the administration, programme, supervision and conduct of the venture. They are therefore an important part of the health and safety and good practice support system, and should both understand their own responsibilities and those of the other people in the process who contribute to their support, success and confidence.
- An activity and location specific risk assessment must be completed for each off site activity. Common sense should indicate that this does not apply to every visit to a different shop for example, but where this is to a new location such as a theme park, or a heritage site, then this should be individually risk assessed. Obtaining the location's own risk assessment is also recommended procedure for information to share with staff. The process of risk assessment involves the Group Leader and his team in:
 - Looking for and at the hazards involved.
 - Identifying and assessing the risks.
 - Deciding what control measures need to be put in place to eliminate or minimise the risk.
 - Recording the findings.

The risk assessments are carried out before, during and after the visit to ensure that the assessment is still relevant. A database or folder of this documentation is compiled by the Group Leader to ensure that everyone learns and shares the information gained from visits and ventures.

- Where the educational visit is for an overnight or residential visit over an extended period, a pre-visit risk assessment to the location is compulsory. This must be approved by the Head teacher or Head of Care before authorisation is given to booking a venue or organising a trip. Documentation must include an outline of staff next of kin and

emergency contact information as well as pupils' information. There should be a designated senior point of contact to cover the 24 hour period of the visit, who should be provided with a copy of the staff and pupil information. A designated group leader and assigned deputy should be identified prior to the visit to ensure responsibilities for supervision of young people is clear.

- Where external contractors are involved in organising all or part of the visit, the contract will be made with the school on behalf of the students. The Visit Leader will make appropriate checks before committing the school to the contract, and will require Head teacher or Head of Care approval.
- This will include seeking assurances about health and safety, and any accreditation and licensing. For adventurous activities the visit leader must ensure that an appropriate certificate of public liability insurance is in place at the venue. The School Trips Insurance Policy automatically covers children taking part in schools' trips in the U.K. Travel insurance is normally only required for trips abroad.
- ROSPA (Royal Society for Prevention of accidents in schools) guidance should be referenced when organising adventurous or residential trips for children or young people. A direct link is provided here.

<http://www.rospace.com/rospaweb/docs/advice-services/school-college-safety/school-visits-guide.pdf>

- Ensure the group leader has responsibility for clearly defining each group's supervisory role, ensure that all tasks have been assigned and each child/young person has a staff member assigned to them.
- Ensure that the risk assessment 'trips out in minibus' has been read and understood prior to the educational visit taking place.
- Consult the child/young persons' individual risk assessments before the journey.
- Refer to each child/young person's Individual Pupil Care Plan and take any relevant medication on the visit. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to.

A Code of Conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and "down time".

It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their parents/carers.

Any children whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The

curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.

- Make arrangements for any dietary requirements of the children/young people.
- Ensure there is adequate First Aid provision.

Decisions about the deployment of first aiders on visits and ventures are based on risk assessments, which consider:

- The hazards in any environment and the risks they present.
 - Any generic policies in place.
 - The group and its needs (including medical)
 - The leaders and activities to be undertaken
 - The transport arrangements.
 - The remoteness of any location and the ability to summon support.
 - What first aid qualifications and experience are available at the trips providers' location.
 - The history of any incidents or accidents in similar contexts.
- Cover is proportional to the risk, rather than to group numbers or similar criteria
 - Ensure the staff/child/young person ratio is appropriate. There should be a designated group leader who is approved by the Head teacher or Head of Care as competent and appropriately qualified to lead the visit. There should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad or residential visits. Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.
 - Ensure that parental consent for off-site visits has been received. For residential visits specific approval must be obtained from the parents or designated carers/social worker where appropriate. Due notice of at least 6 weeks for residential visits must be given in order to give enough time to gather information and inform external agencies of plans.
 - School staff must complete an entry in the excursions book which outlines staffing arrangements, medical arrangements and phone context details.

The implementation of this policy is the responsibility of teaching and care staff and will be reviewed annually.

Procedure

In the interest of safety and security for our children/young people, it is necessary for the school management team to be aware of their whereabouts at all times. Whenever an off-site excursion is organised it must be authorised by the most senior member of staff on duty. The route and timings of the trip should be planned and agreed prior to the visit taking place.

Whenever a group of children/young people are taken off-site, whether they are on foot or being transported in one of the minibuses, a mobile phone should be taken and left turned on at all times, in order for contact to be made between the group and school if necessary. The number of the phone should be recorded back at the school in the excursion book, along with the planned destination.

In the event of a delay in returning to school the senior member of school staff available is to be informed.

If there is an incident involving a young person and a member of the public, a member of the senior Education or Care team must be informed as soon as possible. This information must be shared with the Head teacher or Head of Care immediately, either verbally or via email. This includes circumstances when an incident of challenging behaviour and its management has been observed by non-school staff, and may lead to further investigation or queries to the school regarding the needs of the pupils.

Should there be any concerns in regard to the welfare or management of learners off site then the child protection policy procedures should be followed.

Staff are reminded that the behaviour policy and recording of information apply to off-site learning and leisure activities, in the same way as site based input.

For school journeys other than regular time-tabled visits to known locations, an 'Excursion Form' (see Appendix) must be completed prior to setting out, giving such details as names of children/young people and staff involved in the trip, mobile phone contact numbers, destination and approximate arrival and departure times. These forms are contained in the 'Excursions Book' kept in school.

On Care, this information is recorded on the team leader's 'shift planner' and the completed forms kept in the team leaders' filing cabinet in the staff room.

It is the driver's responsibility to ensure that seat belts are worn by all children/young people and staff throughout the journey. In accordance with the current legislation the following applies to our minibuses:

Rear Seats in Small Minibuses

Passengers sitting in the rear of minibuses that have an unladen weight of 2,540 kg or less must wear the seat belts that are provided. It is the driver's responsibility to ensure that:

- Children aged between 3 and 11 years, less than 1.35 metres tall use an appropriate child restraint.
- Children aged 12 and 13 years (and younger children who are 1.35 metres or taller) use the seat belt.

The driver must also complete the log book which is kept in the minibus and ensure that at least a quarter of a tank of fuel remains at all times. A vehicle accident report is available in the glove compartment with the insurance certificate and must be completed in the event of an incident or accident.

Only drivers aged 21 years and over who have held a licence for at least a year and who have had a competency driving observation with the Health and Safety Manager or other designated officer of the company are able to drive any company vehicle, a list of which is held in the Health and Safety office.

The driver of the vehicle will be responsible for any fines relating to speeding or parking.

Each minibus carries a complete first aid kit, a fire extinguisher, a bodily spills clean up kit and an Emergency Breakdown and Accident Procedure.

A weekly check is carried out on all mini-buses to ensure their safety.

Use of Private Cars

Before any staff member uses their own private car for company business they should check with their line manager for authorisation to do so.

If private cars are used to transport children, they may not be covered under the school's insurance. Some insurance companies regard this type of use as for business purposes, which may be outside the use permitted by the car owner's policy. Car owners should check to see if their policy needs to be changed and discuss with the Head if there is a cost implication. On every occasion, the permission of the Head must be obtained.

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