

MOON HALL SCHOOL

EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES SUMMARY

Moon Hall School has a clear policy and procedures on the conduct of such activities and this is detailed in the Aspect Policies and Off-site Activities Educational Visits (Regulations and Guidance) Manual.

There is a designated Educational Visit Co-ordinator (EVC) who has a job description.

Educational trips and visits must be organised in accordance with the School's "Off Site Procedures". In fulfilment of all responsibilities and duties, Moon Hall School implements the guidance and regulations as stated in the DCSF 3 part supplement to Health and Safety of Children on Educational Visits A Good Practice Guide:

- Standards for LAs in Overseeing Educational Visits
- Health and Safety Responsibilities and Powers
- Standards for Adventure and a Handbook for Group Leaders

Moon Hall School ensures that it follows both DCSF and Health and Safety at Work guidance and regulations (including those issued by the LA and the Head Teacher) concerning activities that take place off school premises. The School is a small school and the Head acts as Educational Visits Coordinator (EVC) assisted by the Curriculum Coordinator.

The Head Teacher has responsibility for the sanctioning and authorisation of visits and ensuring the visit is organised within the guidelines stated in this policy. S/he should make sure that visits comply with the DCSF guidelines within their good practice guide 'Health and Safety of Children on Educational Visits' (HSAPEV) and the 'Standards for LAs in Overseeing Educational Visits' guidelines (DCSF/0564/2002).

Educational Visits, Off-site Activities and Guest Policy

*This policy was prepared with reference to DCSF Guidance:
Health and safety of children on educational visits (HSPV2)*

In fulfilment of all responsibilities and duties, Moon Hall School implements the guidance and regulations as stated in the DCSF 3-part supplement to Health and Safety of Children on Educational Visits A Good Practice Guide:

- Standards for LAs in Overseeing Educational Visits
- Health and Safety Responsibilities and Powers
- Standards for Adventure and a Handbook for Group Leaders

Moon Hall School ensures that it follows both DCSF and Health and Safety at Work guidance and regulations concerning activities that take place off school premises along with the Health and Safety Direct Schools Off-Site Activities and Visits Manual. The school is a small school and the Head acts as Educational Visits Coordinator (EVC) assisted by the Curriculum Coordinator.

The aim of this policy is to safeguard the welfare, health and safety of children and staff on educational visits or activities that take place off the school premises.

It should be read in conjunction with the health and safety policy, first-aid policy, supervision

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of young people policy and any relevant associated policies that deal with health and safety issues.

1 Introduction

1.1 Children can derive a great deal of educational benefit from taking part in visits with the School. In particular, they have the opportunity to undergo experiences that may not be available in the classroom setting. Visits can help to children to develop:

- Investigative skills;
- Independence skills;
- Planning and reviewing skills;
- Social skills;
- Relationships;
- Knowledge of the world around them;
- Knowledge of environmental issues;
- Site-specific knowledge.

1.2 Educational visits can take many forms including:

- Day and residential visits;
- Outdoor education including adventurous activities ;
- Cultural and sporting activities away from the school site;
- Individual visits by children as part of their curriculum.

1.3 We offer our children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life.

1.4 We seek to deliver an appropriate curriculum to all children, regardless of social background, race, gender or differences in ability. All children are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in school, providing that their inclusion is practical, considering the restraints of staffing, cost and time.

1.5 All visits should have clear, relevant and achievable aims and objectives, supporting our practices and policies, and allowing our children and staff to interact less formally than usual, thus improving child/staff relationships.

1.6 Health and safety responsibilities derive from the Health and Safety at Work Act 1974 and associated regulations. The Governors and Head Teacher have a duty to ensure, as far as is reasonably practicable, the health, safety and welfare of children and staff in school and on off-site visits.

1.7 Employees have a responsibility under health and safety legislation to:

- Take reasonable care of their own and others' health and safety;
- Co-operate with their employers over safety matters;
- Carry out activities in accordance with training and instructions;
- Inform the employer of any serious health and safety risks;
- Develop their own knowledge of health and safety issues and attend health and safety training;
- Assess the risks of activities;
- Introduce measures to control those risks;
- Tell their employers about these measures.

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2 Organisation

- 2.1 A programme of visits and activities enriches our curriculum.
- 2.2 Within each class's programme, the teachers plan visits and activities that support the children's learning. We give details of these visits and activities in our School Calendar. We plan other activities as the School year progresses, and inform parents of these in due course.
- 2.3 For planning and carrying out of an off-site educational visit, the personnel involved should be the teacher who is organising the visit who will consult with the Head Teacher and /or the Curriculum Coordinator. Occasionally, a parent may accompany the group. Should this be the case, the parent would not be in a supervisory role and would not be left alone with either individuals, or the group as a whole.
- 2.4 Some off-site activities, such as away team matches are a regular part of the timetable and attendance is a normal condition of attending the school. Written permission for other activities that take children off the school site will be required. If we do not receive this written permission, the child will be unable to participate.
- 2.5 The 'Summary of Information for Educational Visits' sheet (SIEV) must be submitted to the Head Teacher by the project leader.

This will include details of:

- The educational focus of the visit;
 - The details of the visit including planned times, address of venue;
 - The arrangements for transportation;
 - Supervision of the child(s) when on an educational visit (Supervising adults must be clear what to do in the case of an emergency);
 - First aid provision for the visit;
 - Emergency procedures;
 - Catering arrangements.
- 2.6 A completed risk assessment for the visit must accompany the SIEV and this should be signed off by the teacher leading the visit, and the Head Teacher. An exploratory visit should be made if practicable.
 - 2.7 The potential hazards, which this policy refers to, should not discourage teachers. No amount of planning can guarantee that a visit will be incident free, but good planning and attention to safety measures can reduce the number and severity of accidents. The management of health and safety on visits is a crucial part of the School's overall policy on health and safety, which gives principles, rather than covering every eventuality, leaving it to professional judgement how to apply those principles.
 - 2.8 Staff in Moon Hall School may be required to take part in visits, or to support colleagues, e.g. providing cover for them.
 - 2.9 Educational visits should be organised with consideration being given, when selecting venues and organising transport, to children who have some sensory impairment or physical disability.

3 Before the visit

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- 3.1 Permission for the children to participate in whatever the visit involves must be obtained in writing from their parents or guardians.
- 3.2 As a minimum, two members of staff will be involved in the planning and management of educational visits - usually the leader of the visit and the Head Teacher who will also need to give permission for the visit to go ahead.
- 3.3 The parents or guardians must be fully informed about the visit in a letter from the organiser (named), which should explain its nature and purpose (including aims and objectives), outline the itinerary, making reference to issues such as working near rivers or roads, and describe how and when children will be supervised, making special reference to any work not directly supervised. The letter should also mention the costs of the visit.
- 3.4 Where practical, staff should make a preliminary visit to the venue, preferably at the same time of year as the planned visit. This is for safety and educational planning. Staff must ensure that the venue, organisation concerned and the transport company are reliable, legal and safety-conscious (using **KS FORM EVC 1** and **KS FORM EVC2** as is appropriate)
- 3.5 Pertinent details of the visit (such as time, date, venue, programme details, nature and purpose[s]) will need to be given to those involved. The children will need to be made aware of its relation to their learning, and what is expected at the venue in terms of their work and behaviour.
- 3.6 Supervisors need to be advised about their roles and responsibilities – it must not be assumed that adults know what to do and when to act. Participating officials need to know how their contributions are intended to enhance, or complement the children's work in school. The organiser must ensure that everyone involved is aware of contingency plans for inclement weather or unforeseen circumstances, the first aid-facilities, and any emergency telephone numbers, etc.
- 3.7 Work completed by children during or after an educational visit should be displayed as and when appropriate in the School. The Head Teacher, or Deputy Head, should be informed of the conduct of the children so that appropriate comments/praise can be made. Staff who assisted in any way should be thanked in an appropriate manner.

4 Responsibilities

- 4.1 The policy summarises the key points from the legislation listed below, but it cannot be taken as an authoritative interpretation of the law.
- 4.2 Legal framework:
 1. Under Health and Safety at Work legislation, employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off-site visits.
 2. These duties apply to all school visits. Teachers and other staff in charge of children also have a common-law duty to act as any reasonably prudent parent would do in the same circumstances.
- 4.3 The Head Teacher has responsibility for sanctioning and authorising visits and monitoring and ensuring the following of guidelines stated in this policy and in

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the DCSF good practice guide 'Health and Safety of Children on Educational Visits' (HSAPEV) and the 'Standards for LAs in Overseeing Educational Visits' guidelines (DCSF/0564/2002).

The Head Teacher, in consultation with the visit organiser, must ensure that:

- All necessary actions have been completed before the visit begins;
- The risk assessment has been completed and appropriate safety measures are in place;
- The project leader has experience in supervising the age group(s) going on the visit and will organise the group effectively;
- Suitably competent instruction is available for the activity and the location/centre where the activity will take place is familiar;
- The ratio of supervisors to children is appropriate;
- Arrangements have been made for the medical needs and special educational needs of the children.

4.4 The project leader should ensure that:

- Adequate first-aid provision will be available;
- There is a contingency plan for delays including a late return home;
- The mode of travel is appropriate;
- They have provided adequate information about the visit to the child's parent or guardian and gained approval.
- There is adequate and relevant insurance cover;
- The Schools Information Education Visits (SIEV) sheet has been completed satisfactorily;
- A completed risk assessment form for the visit has been done and attached to the SIEV sheet;
- They have obtained the Head Teacher's prior agreement before any off-site visit takes place;
- The purpose of the educational visit is appropriate to the children's age and level of understanding and forms part of their educational programme;
- They are familiar with the visit location/centre where the activity will take place;
- The visit is appropriately insured (see below);
- They have taken account of relevant health and safety legislation;
- They review regularly undertaken visits/activities and advise the Head Teacher where adjustments may be necessary;
- The ratio of supervisors to children is appropriate for the needs of the group;
- They consider stopping or changing the visit if the risk to the health and safety of the children is unacceptable and have in place procedures for such an eventuality.

The leader must ensure that adults taking part in the visit ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

4.5 The group leader should make it clear to children that they must:

- Not take unnecessary risks;
- Follow the instructions of staff including those at the venue of the visit;
- Dress and behave sensibly and responsibly.

5 Charging for school activities

5.1 The School is an independent fee-paying school and we try to restrict the costs to parents of outside visits. Generally speaking we expect a visit to cost no more than £20 and parents should be advised of the cost in advance.

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Residential visits are usually organized in conjunction with Belmont and are chargeable to parents..

6 Insurance

- 6.1 All visits are to be adequately insured. The project leader should ensure that if a third party is being used as part of the activity, forms **EVC1** (day visit) and/or **EVC2** (residential visit) are completed by the providers. It is a requirement that the third party has its own Public and Legal Liability insurance that meets the criteria stated on the EVC forms. Should the venue not have adequate cover, refer to the HT.

7 Curriculum links

- 7.1 All educational visits and activities support and enrich the work we do in school. A number of people visit Moon Hall School to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.
- 7.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. Examples of activities include:
- English / Literacy – theatre visits, visits by authors, poets and theatre groups;
 - Science – use of the school grounds, visits to Leith Hill (NT);
 - Mathematics / Numeracy – use of shape and number trails in the local environment;
 - History – castle visits, study of local housing patterns, local museums;
 - Geography – use of the locality for fieldwork, village trails;
 - Art and Design – art gallery visits, use of the locality;
 - PE – range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
 - Music – range of specialist music teaching, extra-curricular activities, concerts for parents to hear;
 - Design and Technology – visits to local factories/design centres;
 - ICT – its use in local shops/libraries/secondary schools etc;

8 Residential activities

- 8.1 Children may have the opportunity to take part in a residential visit, usually at the end of Year 6. These visits are organized between MHS and Belmont Preparatory School. There is an additional charge to parents.
- 8.2 These residential visits enable children to take part in outdoor, adventure and other activities. Specialist activity instructors are appropriately qualified.

9 School Minibus or People Carrier with nine seats or more, inclusive of the driver

- 9.1 Moon Hall School and its minibus drivers meet the obligations as stated in the Transport Act 1985 Section 19 Minibus and public Service Vehicles Judicial Review: Outcome on the 11th November 1999. *Each driver is required to have a Passenger Carrying Vehicle Licence (PCV). A D1 Class of Licence for vehicles registered for up to sixteen passenger seats (even if some have been removed), a D Class Licence if more. The School does not use trailers or allow any passenger not to wear a seat belt.*
- 9.2 Our minibuses are based at Moon Hall College and provided by the Trust. They are tested in accordance with law by the Vehicle Inspectorate and satisfy the criteria for use as a public service vehicle. They have regular safety checks. The School has a *Public Service Vehicle Operator's Licence*

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(PSV), and has a restricted licence for up to two minibuses each registered for up to 16 passengers. The School would need to upgrade its licence to run bigger buses.

- 9.3 When available, MHS may have the use of Belmont mini-buses and our pupils go to away Matches in Belmont mini-buses.

10 Visitors/guests

- 10.1 At times visitors contribute to our School. We follow guidelines.
- 10.2 Visitors should be given advanced notice of the composition of the audience/target group and an idea of how their contribution fits into the topic being taught.
- 10.3 To inform the visitor of the requirements of a group it is advisable for the group to prepare questions in advance and forward them to the visitor. This will make the experience more relevant and facilitate planning.
- 10.4 The Head Teacher should be informed of the date and name of the visitor, their host and the purpose of their visit.
- 10.5 Welcome the visitor and inform the Head Teacher of their arrival.
- 10.6 Visitors should be thanked, both verbally and in writing, and treated well at all times.

11 Safety on School Visits – Criteria for Selecting Tour Operators

- 11.1 The visit organiser requires a copy of the tour operator's safety management system.
- 11.2 The safety management system must define how the tour operator manages safety for the component parts of the visit and show how they are diligent in checking the safety of hotels and transport.
- 11.3 The tour operator must provide details of independent checks made by appropriate external organisations on their safety management system.
- 11.4 The Head Teacher must ensure, in consultation with the visit organiser and Chairman of Governors, that the accreditation or verification of providers (that is tour operators or Activity Centres) meet the necessary health and safety along with duty of care criteria including external accreditation or verification.
- 11.5 It is our policy to travel only with a company or use an activity centre that has an externally verified management system.

Visit www.teachernet.gov.uk/visits for further information.

When children take part in off-site activities using a third party such as a tour company, or an activity centre operated by a LACS or commercial operator then Forms EVC1 and or EVC2 are to be completed, prior to the Head Teacher confirming that the activity may take place. The checklist for school outings in the Staff Handbook should be used.

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During school day trips or off-site activities, the school provides numbers of staff and parents appropriate to the children and the activity. Parents (subject to enhanced CRB clearance) are always welcome to join where appropriate.

All documents should be available for parents to see via the school office. Outings organised involving Moon Hall School children can be arranged only with the permission of the Head Teacher, which should be sought in advance. In cases of doubt, consult with the Head Teacher first!

12 Risk assessment

In order to promote safe practice, the school will need to monitor, and where necessary challenge, the educational objectives that have been stated for a visit. Before the school decides to arrange an educational visit, it is good practice to consider what educational objectives it wishes to achieve, and then, how a visit might help to achieve them.

Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from and should include details of contingency measures – plan B. The Health & Safety Executive has produced a leaflet “5 Steps to Risk Assessment” (<http://www.hse.gov.uk/pubns/indg163.pdf>) as a simple guide. It recommends that risk assessments be recorded and reviewed.

Risk assessment for educational visits can be usefully considered as having three levels:

- **Generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place;
- **Visit/site specific risk assessments** which will differ from place to place and group to group; and
- **Ongoing risk assessments** that take account of, for example, illness of staff or children, changes of weather, availability of preferred activity.

The group leader, or other adults with responsibility, should reassess risks while the visit is taking place. Ongoing risk assessments normally consist of judgements and decisions made as the need arises. They should be informed by the generic and visit or site specific risk assessments and take account of local expertise on e.g. tides, potential for flooding etc. They are not usually recorded until after the visit and should be reviewed to inform future planning.

Children who are involved in a visit's planning and organisation, and who are well prepared, will make decisions that are more informed and be less at risk. The DCSF issued *Safety Education* in 2002. This provides advice on making children risk aware rather than risk averse. *Safety Education* explicitly recognises adventurous visits as a useful way of doing this. Any type of educational visit can provide an important medium for education about risk.

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The school must ensure that staff are trained in their health and safety responsibilities as employees and that those who are delegated health and safety tasks (such as risk assessment) are competent to carry them out. The school should draw up the generic risk assessments. The task may be assigned to an appropriately competent person who has training and experience or knowledge and other qualities appropriate to the task.

The school should use accepted standards of competence, this includes Governing Body Awards (NGB) as benchmarks for acceptable competence in adventure activities. Depending upon the circumstances, a number of alternative ways of proving staff competence may be acceptable. These may include in-house training and assessment approved by a relevant technical adviser. Outdoor education centres should have in place a relevant technical adviser.

The school must ensure that all staff that will lead or supervise a visit are trained.

Training should include First Aid, mini-bus driving, and life saving as appropriate. Training for group leaders should include all aspects of supervision, ongoing risk assessment (including being prepared to stop an activity that has become too hazardous) and how to deal with an emergency. Where necessary, training on support for children's medical and special educational needs will help visits to be inclusive.

13 Exploratory Visits

Health and Safety of Children on Education Visits (1998) states: "An exploratory visit should be made by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them." It is good practice for the teacher or other member of school staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning.

14 Emergency Procedures

The school should develop emergency procedures, including those in the immediacy of an incident, in consultation with teachers, the Governors and relevant agencies. The procedures, with telephone numbers for use in emergency, throughout the visit, by those on visit and those in school, should be clearly outlined in written guidelines for educational visits. The school has in place, on each occasion that children are away overnight a Named School Contact.

The written guidelines should contain an immediate action checklist for use by the group leader in emergency, the Head Teacher and the Governors.

Procedures should be reviewed regularly with the help of people from all agencies involved in any incident.

The written guidelines should emphasise the importance of good communication with parents before, during and after a visit. The school should provide guidance and

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support for staff needing to communicate with parents.

It is good practice to maintain appropriate public liability insurance cover. The school should make a statement of what insurance cover it provides (including personal accident) and what is optional for parents. The means by which insurance cover is obtained, and claims made, should be made known. Guidance could stress that compensation after the event is no substitute for prevention by careful risk management. Details of insurance should be provided in the consent form sent to parents.

Advice to staff faced by a sudden death is to be found in DCSF Guidance Annex 2 of the Health and Safety Folder. It should carry practical guidance on meeting CID officers, on coping with media attention, and on the sympathetic treatment of distraught families, children and other staff.

Counselling services, media liaison (press office) and communications systems personnel should be made available to draw the onus of response away from the school.

15 Investigation of Serious Incidents

Chapter 10 of *HASPEV* gives advice on emergency procedures. When a serious incident has taken place on an educational visit in the UK or abroad, the school will usually undertake its own investigation. This is good practice. A serious incident would include the fatality of a pupil or adult but might also include serious injuries (e.g. those that in the UK are reportable under the Reporting of Injuries, Diseases or Dangerous Occurrence Regulations (RIDDOR) and comparable incidents abroad) and incidents where no serious injury occurred but where the risk of injury was high.

The purpose of the investigation will be to:

- Determine the causes of the incident;
- Determine whether there are lessons to be learned;
- Provide information to bereaved parents;
- Exchange information with statutory investigation bodies as required e.g. police, coroner, Health & Safety Executive;
- Manage media enquiries;
- Provide early information to the DCSF (contact the Pupil Health & Safety Team on 020 7925 5536) who will consider the need for national dissemination of lessons learned.

16 Reporting Accidents and Incidents

The school should lay down procedures to use when reporting accidents and near-accidents for monitoring purposes.

The school should establish procedures to ensure and help the statutory reporting of serious accidents and incidents involving violence. These are likely to be in scope of the Reporting of Injuries, Diseases or Dangerous Occurrence Regulations (RIDDOR). Reports are made to HSE directly by the school.

17 Special Educational Needs and Disability

HASPEV (paragraphs 107-108) relates to children with special educational needs being taken on visits. Changes to the law bring educational visits into scope of disability legislation. From September 2002, changes to the Disability Discrimination Act (1995) place new duties on schools not to discriminate against disabled children for reasons relating to their disabilities.

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The school's HT and the organiser should check that all reasonably practicable efforts have been made during the course of risk assessment to include disabled children in educational visits; and to include those disabled children who wish to take part in educational visits out of school hours.

This will usually entail discussion with the pupil, parents, group leader and other supervisors, the manager of the venue to be visited, the tour operator etc.

The DCSF has published a 6-page summary of the guidance, entitled *Accessible Schools: Summary Guidance*. This was sent to schools and is available from the Department's publication centre.

18 Role of the Governors

See *HASPEV* paragraphs 19-20. It is good practice for the Governors to:

- Ensure that guidance is available (e.g. from the DCSF) to inform the school's policy, practices and procedures relating to the health and safety of children on educational visits. These should include measures to obtain parental consent on a basis of full information, to investigate parental complaints, and to discuss and review procedures including incident and emergency management systems. As necessary the Governors may seek specialist advice, though governors should not normally be expected to approve visits;
- Ensure that the Head Teacher is supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfil their responsibilities;
- Ascertain what LA training is available and relevant;
- Agree on the types of visit they should be informed about;
- Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? The Governors should challenge the nature of the venture when the educational objectives are not clear or where the means to meet them do not appear to be realistic. It is not expected that the Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence. The Governors offering professional advice to schools, should be aware that their professional indemnity insurance is unlikely to cover them for unpaid advice;
- Ensure that visits are approved as necessary by the Head Teacher before bookings are confirmed;
- Help to ensure that early planning and pre-visits can take place and that the results can be acted upon. Note - many complex or costly ventures require an 18-24 month planning period before departure;
- Ensure that bookings are not completed until external providers have met all the necessary assurances. Also, ensure that specific items in the risk management - for example, overnight security, room and floor plans - are checked prior to departure;
- Ensure that the Head Teacher and the EVC have taken all reasonable and practicable measures to include children with special educational needs or medical needs on a visit.

19 Responsibilities of the Head Teacher

In addition to the tasks at paragraphs 21-23 of *HASPEV*, it is good practice for the Head Teacher to:

- Delegate tasks to the EVC, having regard to the duties of the EVC; (in our school the HT *is* the EVC.
- Agree who will approve a visit at school level. It makes sense for the EVC to

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perform this function and for the Head Teacher to countersign. But the Head Teacher may entrust the task wholly to the EVC, who will then sign on the Head Teacher's behalf;

- Consider using the model forms in *HASPEV* that can be adapted for school use. Some of these forms will need adapting where functions are exercised by the EVC rather than by the Head Teacher;
- Ensure that arrangements are in place for the Governors to be made aware of visits so that questions can be asked as necessary;
- Ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and be made known to all relevant parties;
- Be aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
- Ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment;
- Ensure that the accreditation or verification of providers has been checked; Ensure that visits are evaluated to inform the operation of future visits;
- Ensure that the EVC keeps him or her informed of the progress of the visit and that this information is relayed to the Governors (and to parents as necessary);
- Check that the EVC has designated an appropriately competent group leader who will meet the school's criteria. Bear in mind that the school's outdoor education adviser will normally assess a teacher's competence in a specific activity. The EVC will be able to assess a teacher's supervisory ability. The Head Teacher should make a judgement on a member of staff's competence and suitability to lead a visit. Discipline on an educational visit may, at times, have to be stricter than in the classroom;
- For less routine visits, the Head Teacher will need to ensure that the EVC can obtain advice from an appropriate technical adviser as necessary;
- Ensure that there is a contingency plan (plan B), covering for example the implications of staff illness and the need to change routes or activities during the visit (see below). The consent form should carry details of plan B;
- Make time available for the EVC to arrange for the induction and training of staff and volunteers and ensure that staff receive the induction and training that they need before the visit;
- Allocate sufficient resources to meet identified training needs, including attendance at courses arranged or held by the LA. INSET sessions relating to educational visits may be organised;
- Ensure that visit evaluation is used to inform training needs. Further staff training should be made available where a need is identified;
- Arrange for the recording of accidents and the reporting of death or disabling injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits;
- Help to ensure that serious incidents, accidents and near-accidents are investigated;
- Ensure teachers are made aware of and understand LA guidance on emergency planning and procedures. Training and briefing sessions must be provided for school staff;
- Ensure that the school has emergency procedures in place in case of a major incident on an educational visit. These should be discussed and reviewed by staff. Ensure that children, parents, group supervisors and others are given written details of these procedures;
- Ensure that the school contact has the authority to make significant decisions. He or she should be contactable and available for the full duration of the visit 24

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hours a day. He or she should be able to respond immediately at the school base to the demands of an emergency and should have a back-up person or number;

- Ensure that the EVC briefs the leader and supervisors about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the visit;
- Ensure that the EVC impresses upon parents the importance of providing their own contact numbers, more than one, which will enable the parents to be contacted in case of emergency;
- Establish a procedure to ensure that parents are informed quickly about incident details through the school contact, rather than through the media or children;
- Recognise that support must be provided by the LA's public relations unit when dealing with media enquiries;
- Check that contractors have adequate emergency support procedures, and that these will link to school and LA emergency procedures.

As previously stated, Moon Hall School is a small school and effectively the Head Teacher and Director of Studies act as the EVC.

20 Use of Mini-Buses

The driver and all passengers in the school mini bus wear seat belts. Please ensure before driving away that these are securely and correctly fitted. A few minutes before departure could save a life. The driver is legally liable should any children (under age 14) not be wearing a seat belt. We require all staff to ensure that all passengers wear belts. Children should not be free to move around in the bus, and should not be allowed to change positions when the bus is in motion.

No more than one child may occupy any seat.

Avoid having children in the front if possible, particularly in the centre seat.

If any Staff are unhappy about the condition of the mini bus, or there is a mishap, notify the Bursar immediately.

Only drivers listed by the school may drive the minibus.

Our minibuses can be used only for the School and its operation.

Observe laws relating motor vehicles, all of which apply to minibuses.

There is a first-aid kit in every minibus. Please notify the Bursar immediately if any of this equipment is either missing or needs to be replenished.

Never operate the minibus if unhappy with its safety. If in doubt, contact the Bursar immediately.

Ensure that the minibus is left clean and tidy. If you discover the mini bus in poor condition, please report this to the Bursar.

Duplicates of mini bus keys hang in the School Office at Burys Court/MHC and are in constant use. Ensure that they are returned as soon as they are no longer required.

When children take part in school trips, holidays or educational tours, the school office should be in possession of the following if at all possible:

1. From the company responsible for organising the trip/tour, photocopies of documents relating to:

MOON HALL SCHOOL

- a) Motor Insurance
 - b) Public Liability Insurance
 - c) Certificates of Bonding the Company to Registered Bodies
 - d) A list of company staff in charge of our children, showing their qualifications/competence.
2. A list of all children and their home phone numbers in case of emergency (if they are staying away overnight).
 3. All documents should be available for parents to see in the school office, if they wish.

In cases where the children are out overnight, there should always be two adult supervisors, one of which must either be a member of school staff or someone named and given authority to take charge of the group.

Parents are often willing to join in with school outings. Dyslexic children often have difficulty with organisation and potentially are more likely to become "lost". We therefore quite frequently will have a ratio of 3 or 4 children to 1 adult.

21 Conclusion

In conclusion, the then Prime Minister wrote in support of the Campaign for Adventure, English Outdoor Education, in September 2001:

"I am happy to place on record that government supports the role of adventure as part of active education, especially in helping young people to learn a about assessing and managing risk, in offering them new and exciting challenges and in helping them to gain skills in leadership and team working that will be of huge value in their progression to adulthood."

Providers of adventure activities play a vital role in this learning opportunity. However, they have duty to ensure that those put in their care do not come to harm. To ensure safety, whilst still providing exhilarating experiences, providers must take all reasonably practical measures so that the sense of excitement and danger is achieved without causing harm to the participants and leaders."

Signed: P. M. Lore

Date: September 2010

To be reviewed no later than one year after the above date.