

Fairisle Infant and Nursery School



Off-Site Activities Policy

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Ratified by Governing Body: ~~Heath~~

Signature: 13.1.2021

Fairisle Infant and Nursery School

Policy for Off-site activities

Rationale

A child's learning and development can be enriched and extended by educational visits off the school site. They have the opportunity to undergo experiences not available in the classroom.

'Every child has the right to relax, play and take part in a wide range of activities.' Article 31 UNICEF CRC

Aims

For pupils at Fairisle Infant and Nursery School to:

- Broaden their educational experience through activities appropriate to their age and ability.
- Experience educational activities out of the classroom and off the school site.
- Link classroom work with outside experiences and the community.
- Develop their awareness of interesting and educational opportunities beyond school.
- Experience out of school activities within a supervised peer group.
- Promote independence within a new learning environment.

Implementation

- An Off-site activity is any activity that takes place outside the School site.
- Off-site visits are linked to the children's classroom work by preparation and follow up activities.
- The safety of pupils is the most important consideration. It is vital to maintain safety consciousness and safe working practices.
- Good planning and attention to safety can lessen the likelihood of accidents. These guidelines **must** be followed:

Before the visit

Sites or activities selected should be appropriate for the age and abilities of the class/group undertaking the visit and relevant to the educational development of the children.

Before any visit is arranged, the Headteacher **must** give permission for the visit and a Risk Assessment Proforma completed, detailing actions to be taken to reduce any significant or medium risks.

For reasons of safety and educational planning, at least one of the accompanying teachers should have made a prior visit to the venue. The centre or activity provider must be known and vetted (if not sure check with the EVC and/or EVOLVE).

All risk assessments must be put on EVOLVE and shared with the EVC.

The risk assessment sheet must be completed and handed to the Headteacher two days prior to the date of the educational visit.

Even where the visit is made regularly, risks should be assessed for every visit. When undertaking risk assessments, a number of factors need to be considered:

- The numbers of pupils involved
- The age of pupils and general behaviour
- The previous experiences of the group in undertaking off-site visits
- The time of day and the time of year
- The travel arrangements
- The hazards of the environment being visited
- The numbers, experience and quality of accompanying staff and volunteers
- The nature of the activity
- Activities that take place near water need Open Country trained staff within each group. The number of Open Country trained staff per group will depend on the type of activities to be carried out, the number of pupils at each activity and their individual needs. Throw bags will be taken.
- Staff/volunteers will be made aware that they cannot sign any participant waivers or disclaimers for activities.
- Staff/volunteers will be made aware that they cannot leave their group unattended. Appropriate alternate provision will be noted in the risk assessment where Staff/volunteers need to leave their group for any reason.
- Ratio of adults to pupils. LA guidance- Minimum ratios
Nursery 1:4
Under 5 1:6
Under 8 1:8

Equal Opportunities and Inclusion

We need to ensure that every effort is used to include all pupils in educational visits. The challenge is to make the activity accessible in some form to all who wish to participate or who are required to take part. This is irrespective of their special educational or medical need, disability, ethnic origin, sex or religion. A child cannot be excluded from a trip for any of the above reasons. Some activities may require modification to ensure accessibility for all. If staff have concerns about a specific child, this needs to be discussed with the EVC, as discussions with the parents and the child need to be held well in advance

of any planned trip. A child should not be excluded from a visit on medical grounds unless their condition requires a higher level of supervision than would normally be expected from a parent. If this is the case all efforts should be made to include the child as long as it does not compromise their safety or that of the rest of the group.

Responsibilities

The Headteacher has overall responsibility for ensuring that the management of visits and ventures meets the regulations and guidance offered by the LA and DfE, as well as conforming to the school's own Health and Safety Policy.

The Educational Visit Co-ordinator (EVC)

The key functions are to support the headteacher in the management of educational visits ensuring that guidance and regulations are followed.

The EVC will:

- Keep an updated list of staff and their qualifications
- Keep a list of staff with First Aid qualifications
- Keep a record of educational visits and risk assessments for each off-site activity.

The Governing Body:

- Ensures that effective arrangements are in place and LA guidance and regulations are adhered to.

The Group Leader

- One qualified teacher accompanying the visit will be designated as the "group leader" and will have overall authority for the visit. This is normally the Year Leader.
- The group leader has overall responsibility for the administration, programme, supervision and conduct of the visit.
- A 'floating' teacher to relieve the group leader when necessary.

Volunteers

Class teachers will decide which volunteer helpers to take on an off-site visit. Only those volunteers deemed to have the skills required to be responsible for children should accompany a visit. Not all volunteers are suitable. If there is any doubt, teachers should discuss their concerns with the headteacher or EVC.

The group leader needs to ensure that all volunteers are familiar with requirements of the visit. This needs to include:

- their exact role and responsibilities;
- a guide to the supervision strategies used;

- who to report to, work with and communicate with;
- a guide to behaviour management as appropriate;
- an understanding of their duty of care.

All volunteer adults who have not had a police check, must be supervised by a member of staff.

Parents supervising an off-site activity must not bring other children (e.g. Pre-school children with them)

Information to Parents and Parental Consent

Year leaders should ensure that parents are kept fully informed regarding any off-site activity. This information should always be given in writing and the mode of transport made clear where appropriate. If parents refuse their consent for any off-site activity then the child must not be taken off-site.

Costs

Parents may be asked to give a voluntary contribution towards the cost of the visit. Parents should know the costs at least 3 weeks in advance. A child cannot be prevented from taking part in a visit if the parent has not made a contribution.

In circumstances where insufficient money has been contributed collectively to cover the cost of the visit, the trip can be cancelled and contributions returned. Where contributions are made in excess of the cost, parents should be informed that the surplus will go into the school visit fund.

Dinner Time

As the school kitchen staff order food in advance, **they must be informed in advance**, if a visit has been arranged that will include a dinner time. The administration staff will inform the kitchen staff.

All children are entitled to a free school meal from September 2014 therefore all children are entitled to a free packed lunch should parents request this to be ordered in advance from the kitchen.

Transport

The transport arrangement forms a vital part of the off-site visit and the risk assessment considerations. All coaches are required to be fitted with seat belts. Buses and coaches should only be booked from reputable companies. When coaches and buses are being booked it is advisable to specify adjustable diagonal seatbelts. Where adjustable diagonal seatbelts are used they are to be worn correctly.

On the journey

- Where more than one coach is used, the group leader must ensure to record the coach registration numbers and the cohort of children on respective coaches.

- Please sit adults in different parts of the coach/bus to minimise the risk of all adults being injured.
- If possible, no children should sit on the front seats, next to an emergency exit or on the centre seat at the rear of a coach/bus.
- Children must be well supervised to ensure drivers are not distracted by loud voices or other activity. Children must sit down, wear seat belts and stay in their seats until the journey is over and the coach stopped in a safe place to alight.
- The teacher on the coach must tell children where to line up/wait before entering the coach.
- The teacher on the coach must tell children where to line up/wait when they have left the coach and stay until everyone has left the coach and is gathered together.
- Children must wait in their seat until the teacher directs them to undo seat belts and leave the coach sensibly. Adults may need to help smaller children climb on or off the bus/coach steps.
- A head count **must** be undertaken as children **enter** and **leave** the vehicle.

The use of private cars

Group leaders can use their own car providing that:

- The headteacher has given consent;
- The vehicle cannot carry more than eight passengers;
- The driver has a clause in their insurance stating that they are able to use their vehicle for conveying pupils of their professional duties during the course. Fully comprehensive insurance must be in place.
- Parents need to be informed if private cars are to be used.
- Extreme caution should be used if parents volunteer to drive their cars. They must sign a declaration that they have a current driving licence, current vehicle road fund licence, current MOT certificate, vehicle insurance valid for carrying passengers on an off-site visit.
- Car drivers cannot be reimbursed for the use of their cars as this invalidates the insurance policy (unless the car is specifically insured as a taxi). However, mileage can be claimed.
- Child seats **must** be used for all children at the School.

Behaviour off-site

Our expectations of pupil behaviour off-site are the same as in school and group leaders need to be very clear about the steps that they will take in the event of poor behaviour. These will be very similar steps to those in our behaviour policy.

If a pupil is poorly behaved, the Headteacher may call the parent and ask them to collect their child.

If a child's behaviour in school could cause risk to that child or others in the group, the child should not be taken off-site unless the Headteacher is

satisfied about the child's future conduct. The child's parent/carer may be asked to accompany the child on the visit.

Any decision not to take a pupil on an off-site visit must be documented in the risk assessment.

First Aid and Medical

A nominated first-aid trained person should accompany the group. A travelling first-aid kit must also be brought (please see appendix for recommended content of a travelling first-aid kit).

If a pupil has specific medical needs, protocols must be established between the school, parents and the GP as appropriate. Any foreseeable problems must be referred to in the risk assessment. This also applies to cases where pupils display challenging behaviour.

All medicines must be carried by teachers. Inhalers cannot be carried by parent helpers. Therefore pupils requiring medicines should be in the teachers' own group.

Copies of Health Care Plans need to be available on the visit. Children with Health Care Plans should be in a group supervised by a member of staff.

Accident, incident and emergency procedures

A serious accident or incident is defined as:

- An accident leading to a fatality, serious or multiple fractures, amputation or other serious injury
- or
- Circumstances in which a group member might be at serious risk or have a serious illness
- or
- Any situation in which the press or media might be involved.

The group leader **must** have lists of names, telephone numbers and addresses of next of kin of **all** members of the group and always carry a mobile phone. A similar list, along with any relevant consent forms, **must** be readily available at the school. These must include any last minute amendments.

Action to be taken by the group leader (or by other group staff) in the event of a serious accident/incident are fully outlined in appendix 4.

Lost Child Procedure

In the unlikely event of a child going missing on an outing, the following procedure will apply immediately:

- All staff present will be informed and an immediate thorough search of the area, ensuring that all other children remain supervised throughout.
- If appropriate, on-site security will also be informed and a description of the child/children given.
- The designated person in charge will then inform the Headteacher, who will contact the parent/carer, giving details of what has happened.
- A member of staff will be sent out to escort children back, while at least one member of staff remains on the scene. This member of staff remaining at the scene will meet the Police and parents/carers when they arrive at a designated meeting point.
- After the situation has been resolved, staff will review the reasons for it happening to ensure measures are taken to minimise the risks and governors will be informed.

Insurance

When an off-site educational visit is undertaken as part of the normal school curriculum, insurance arrangements for the school prevail. A full copy of the school's insurance cover is available in the school.

On the day of the visit. Before setting off.

Before a class leaves the school site, the class teacher must give the Headteacher and admin officer a list of children and adults leaving to go on the visit. Also, all adult helpers accompanying the visit should be given a copy of this list.

Teachers must remind adult helpers:

- to count children in their groups frequently.
- no child is to wander off on his/her own or even with a friend.
- to carry the school telephone number in case of emergency.
- to carry the list of all children on the visit.

Children should use the toilet before leaving the school. Try to ensure that they are appropriately dressed – if not there may be clothing in school that can be borrowed.

When walking on the roads

- The class/group line should be as far as possible from the roadside kerb.
- Adult helper should walk alongside the line of children on the kerbside.
- Adult helpers must constantly supervise children to keep them safely away from the roadside kerb.
- The class/group must be gathered together before crossing a road.

Crossing the road

Only police, traffic wardens and school crossing patrols have the right under law to control traffic. When a teacher assumes responsibility for seeing

children across a road, he/she must take the following considerations into account:

- Choose a safe crossing place where traffic can be seen in both directions.
- All adults who are involved in assisting children across a road should wear a high visibility jacket.
- A pelican or zebra crossing should be used if available.
- Children should be arranged in small groups to enable easy control whilst crossing the road.
- Gather the children into a group/line at least 1 metre away from the kerb or road edge.
- When the road is safe to cross, the teacher should direct the group to approach the road.

Each group should only take the same time to cross the road as an individual.

The return

If the return journey is delayed, the leader must phone the school giving details, so that parents can be informed about the reason for the delay.

A head count and a register of children's and adult's names must be called before leaving the visit site.

Once the children are back in school, the class register should be called (before any children leave the school site, even if it is home time).

The lead teacher must report back to the Headteacher or member of SLT on return to school.

Appendix

- 1 Group leader responsibilities
- 2 Contents of Travelling First Aid kit
- 3 Action to be taken by the Group Leader in an emergency
- 4 Group List
- 5 Coach List
- 6 Risk assessment Proforma

Resources

Off-site activities and educational visits (Green Folder - Staffroom)
EVOLVE Hampshire Outdoors (Website)
EVC and off-sites visits (Yellow Folder – Staffroom)

Reviewed January 2021

Next Review January 2023

Appendix 1

The group leader

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. It is strongly recommended that all off-site leaders attend the first level outdoor risk management course (Open Country).

The group leader should demonstrate:

General person-specific expertise

- Be an experienced colleague who has shown clear evidence of their ability to manage such a venture, preferably through an apprenticeship-style of system over a period of time. This would be matched by evidence of their ability to manage the other leaders and the children and young people appropriate to the context, length of time away and objectives of the venture:

Note: Whilst newly qualified teachers should not be in the position of group leader, some colleagues (including HLTAs) bring considerable experience and professionalism to outdoor contexts quite early in their career. There is of course no substitute for good experience: the type that does not lead to complacency after several straightforward ventures, nor lose sight of the unexpected, but rather maintains the ability to be flexible.

- Have the ability to undertake a comprehensive review of the needs of the venture and in particular be able to risk assess the locations, groups travelling and leader competencies, in order to put good risk management procedures in place, that they can monitor and use. Relevant experience is essential and it may well be necessary to:
 - Identify a deputy or, in large ventures, agree a management and communication structure
 - Agree specific roles, responsibilities and communications systems
 - Agree incident and emergency procedures, the who, where and what of such situations
 - Agree what will happen if the practicalities of the day require a major adaptation of the programme (ongoing risk assessment)

- Have high expectations of what the children, young people and the venture can achieve!

Pastoral expertise

- Be able to agree and put into action a suitable behaviour management system and/or code of rules. This might mean adapting that of the establishment to the outdoor context and/or establishing specific agreements and procedures
- Be able to agree ratios and size of groups, and establish systems for head counts and reporting in.
- Be able to induct all leaders into these processes
- Group the children appropriately, based on good experience of their behaviour and attitude, as well as any other relevant information
- Be able to offer realistic inclusion strategies, within the guidance offered, whilst not compromising health, safety or the integrity of the activity
- Be aware of child protection issues.

Technical expertise

- Be suitably competent to teach/instruct/lead the children in the activities chosen. This could be the experience of using their professional qualifications in the outdoors or off site or in-house training
- Ensure that appropriate first-aid provision is available
- Be of sufficient pastoral experience/professionally qualified to monitor sessions led by others, such as activity instructors, in order to decide if the relationship, interventions and approach is appropriate for their children. This would include intervening if necessary.

Management expertise

- Understand, follow and be able to put their establishment's arrangements and procedures into place
- Have evidence of their ability to manage the leaders and children in similar contexts
- Understand the importance of good planning
- Understand the importance of good communication, from induction of others, through supervision, to talking to the children and young people
- Set realistic aims and support them with strategies that work, using the best practice in their own or similar establishments
- Ensure that all appropriate group records and appropriate procedures are in place and that all leaders and base contacts have the details they require
- Be able to observe what is going on and base decisions on the evidence of their own eyes, as well as pre-determined planning. This is for all aspects, from changes in the weather or physical conditions, through to group motivation or behaviour and leader issues
- Be able to understand and manage incident and emergency procedures.

Appendix 2

Contents of Travelling First Aid kit

- Plasters (single sealed)
- Tape
- Water
- Eye Pads
- Dry wipes
- Triangular bandages
- Various sized wound dressings
- Safety pins
- Gloves (powder/latex free)
- Yellow bags
- Sick bowls
- Appropriate inhalers/epi-pen if required
- Safety scissors
- Kool packs
- Accident book

Travelling First Aid kits must be replenished and dated on the date of the return of the visit.

Appendix 3

Action to be taken by the group leader (or by other group staff) in the event of a serious accident/incident

- a) Assess the situation
- b) Protect the group from further injury or danger
- c) Render first aid or other service as appropriate
- d) Call rescue services (999) and/or police, as appropriate
 - State the nature of the emergency
 - Give your name and address/location and telephone number and ensure that you have the following information available:
 - i. The location of the incident
 - ii. The nature of the incident
 - iii. The names of the individuals involved
 - iv. The condition of those involved and where they are located.
- e) Phone your base contact person (as soon as possible)
- f) It is probable that both leaders and children will be in a state of shock, therefore:
 - Remove remainder of the group to some secure accommodation and place under the care of a member of staff able to protect them from the attention of the press/media
 - If necessary request the police to assist
 - Calm and comfort the children and arrange for their evacuation.
- g) Do not make any statement to press/media or allow anyone else to make statements other than expressions of sympathy.

- h) Do not allow group members to telephone home until contact has been made with the City Educations Officer's representative.
- i) Retain all equipment involved in an unaltered condition.
- j) Do not allow anyone to see any group member without an independent witness being present.
- k) No-one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
- l) Refer all press/media to the City Education Officer's representative.

Appendix 4 – Group list

Fairisle Infant and Nursery School

Visit:

Class:

Children:

Adults:

Total:



Appendix 5 – Coach list

Fairisle Infant and Nursery School

Visit:

Coach registration plate:

Mobile phone number of Coach driver:



Children:

Adults:

Total

Appendix 6 – Risk assessment form on network