

# Schools for Every Child

Shared Moral rooting- The driving force that gives ethical and moral validity to the organisation. A higher purpose that can be relied upon to drive the organisation. A rooting is long lasting and outlives the wishes of one individual or another.

- [UNICEF rights of child](#)

Shared Values- Actions and things we do day to day; we live our values to get to our vision:

- Altruistic- Doing good things whenever, however and to whoever you can
- Pioneering- striving to discover new things and exceed expectations
- Ethical- Making conscious decisions to be kind and fair

Shared Vision- an aspiration for the future. This holds the different parts of the organisation together. The shared vision is something each part works towards, in its own way. Specific enough that it stands you apart from others in the same field.

Nurturing Brilliance, Guiding Exploration, Cultivating Respect- a committed journey to put every learner's individuality, curiosity, and dignity at the forefront of the world that awaits.



## Educational Visits Policy

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

**Article 29 (goals of education)**

- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created	Spring 2024
Reviewed:	

### Equality and Inclusion

At Rayleigh Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

### Our Mission Statement for Equality:

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention - The Rights of the Child.

Establishment type	Primary School
Name of establishment	Rayleigh Primary School
Who is employer	Schools For Every Child
Responsibility for offsite visits	EVC
Date Trained	April 2024

Policy agreed	Spring 2024
Signed off by	Head
To be reviewed	Bi-Annually
Reviewed	Spring 2024

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## 1 Introduction

1.1 The Employer has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Rayleigh Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- Read *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.)*

see website link : [www.oeapng.info/](http://www.oeapng.info/)

- The remaining parts should be referred to as and when guidance is sought.

- **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

## 2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Rayleigh Primary school, we offer a range of educational visits and other activities that add to what they learn at school.

## 3 Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all of our children.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LEA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field work further away

- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology – work with local secondary schools;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to centres of worship, visits by local clergy.

**NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity, on the premises.**

## **4 Gaining approval for a trip**

The process for planning, gaining approval and booking a trip are laid out in the Process for Organising School Trip/Event (appended). Leaders will need to ensure that associated paperwork (appended) is completed and passed to relevant parties as laid out in the Process document.

### **4.1 Local School Board**

As part of their responsibility for the general conduct for the school, the Local School Board has adopted this policy for the effective and safe management of educational visits.

The Local School Board must approve any visit involving an overnight stay or going overseas. The Local School Board delegate the Headteacher / EVC the responsibility to approve all other visits.

### **4.2 The EVC:**

4.2.1 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.

4.2.2 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010

4.2.3 should ensure the suitability of all staff appointed to the visit.

4.2.4 should ensure that the visit leader fully understands his/her responsibilities.

4.2.5 should implement effective emergency contact arrangements.

4.2.6 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

4.2.7 should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process is used to log, audit and approve the following:

Visit	Risk Assessment Submission required	Approval by
Overseas	2. Visit Coach / Residential 3. Coach Travel 4. Administering medication 5. Residential 6. Paddling / Open water (if needed) 8. SEN (if needed) 9. Accommodation 10. Overseas 11. RA for each activity or offsite visit	EVC + Head + LA
Residential	2. Visit Coach / Residential 3. Coach Travel	EVC + Head + LA

	4. Administering medication 5. Residential 6. Paddling / Open water (if needed) 8. SEN (if needed) 9. Accommodation 11. RA for each activity or offsite visit	
Non local area	2. Visit Coach / Residential 3. Coach Travel 8. SEN (if needed) 11. RA for each activity or offsite visit	EVC
Local Area	1. Local Area Visit 8. SEN (if needed)	EVC

## 5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider.

[www.oeapng.info](http://www.oeapng.info) 4.4h-Preliminary-visits-and-provider-assurances

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOTC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.) and, where possible, conduct an advance visit.

## **6 Parental Consent :**

OEAP National Guidance Document

[www.oeapng.info](http://www.oeapng.info) 4.3d-Parental-Consent

This guidance reflects the DfE guidance with particular note where consent is NOT required:

Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

At Rayleigh Primary School, each academic year we issue a generic parental consent form to cover local visits. Parents/carers will be issued with a letter informing them of local visits – specific permission slips need only be sought if the nature of the visit comprises an element of additional risk. Please check each visit with HT/EVC.

## **7 Visits and staffing**

The visit leader must recognise that whilst leading the visit, they are in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. For Risk Assessment guidance see [www.oeapng.info](http://www.oeapng.info) 4.3g Risk Management

## **8 The visit**

### **8.1 Before the day.**

Ensure all necessary paperwork is completed and filed with the relevant parties as laid out in the Process for Organising School Trip/Event document. Ensure all staff and pupils are fully briefed, with outcomes explained. Ensure adults are competent when choosing volunteers. Ensure all accompanying adults and pupils are fully briefed and that all medical and first aid equipment is taken.

### **8.2 During the visit**

Young Children must be kept in escort's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place.

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.) *Ensure volunteers, who do not have a DBS are not left on their own with children.*

Courtesy to the public must be shown at all times, care taken not to block pathways, etc. Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

### **8.3 On return**

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

8.3.2 An appointed leader must remain with uncollected children until all parents have arrived and all children have departed.

## **9 Financing the visit**

When stating the cost for each individual, explain the following:

- where this cost has come from and that the school would like a voluntary donation from parents to fund the visit.
- Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution.
- Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment.

A formal approval from the SLT / School Finance Manager must be sought before deposits paid.

## **10 Insurance**

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements

and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

### Personal

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the well-being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

Consider choosing an activity which has earned a LOTC badge, this is accredited badge where safety, insurance has been expected.

Indemnity

Please see reference to parental Consent : -

OEAP National Guidance Document

[www.oeapng.info](http://www.oeapng.info) 4.3d-Parental-Consent

DfE Document : See EVOLVE – Resources – DfE Tab H&S Advice from DfE 2014

## **Insurance Provision**

Teachers should be aware of the school provision for insurance.

See: Offsite Activities Insurance Policy – AIG.

## **11 Transport**

See guidance from OEAP NG -

[www.oeapng.info.pdf](http://www.oeapng.info.pdf) 4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars

## **12 Emergency / Critical Incident Procedures**

See OEAP National Guidance document :

<http://oeapng.info> 1a-Critical-Incident-Management-Employer

- All leaders must carry the school's '**Critical Incident Plan**' (In Risk Assessment Master Docs) – With Emergency Telephone contacts and action plan should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures.



## Emergency Procedures for Visit Leaders to be taken on visit trips.

### Rayleigh Primary School

## Emergency Procedures

The sequence of actions depends upon the nature of the emergency.

### Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity.
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
5. Call relevant emergency services if necessary (see phone numbers below).
6. Carry out first aid to the best of your abilities.

### First Aid

The aims of first aid are to

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

### Urgent Action

Take stock and plan, delegating where possible.

Call your establishments Emergency Contact (or if unavailable, your employer's Emergency Contact) if any of the following apply (see phone numbers below):

- You need support;
- The emergency services are involved;
- The incident is serious;

- The press/media are involved.

They could need the following information:

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

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

Address the urgent needs of the group:

- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g., shelter, food and drink, transport;
- Emotional needs, e.g., remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion.

Control communications – prevent group members from using phones or social media unsupervised, or talking to the media, until the establishment, employer and affected parents have been informed, and explain to them the importance of not spreading inaccurate information.

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

### **Further Actions and Follow-Up**

Take stock again and re-plan the next phase – what have you forgotten?

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

- Allocate a member of staff to accompany them to hospital;
- Keep track of who is where.

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

Liaise with your establishment or employer – hand over what you can to them, to reduce the stress on you.

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

Address the further needs of the group, for example:

- Information about the incident and what is happening;

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

Refer all media, parental or other enquiries to your establishment or employer.

Contact relevant agencies as necessary (via your establishment/employer if possible) – see numbers below.

Keep receipts for any expenses incurred – insurers will require these.

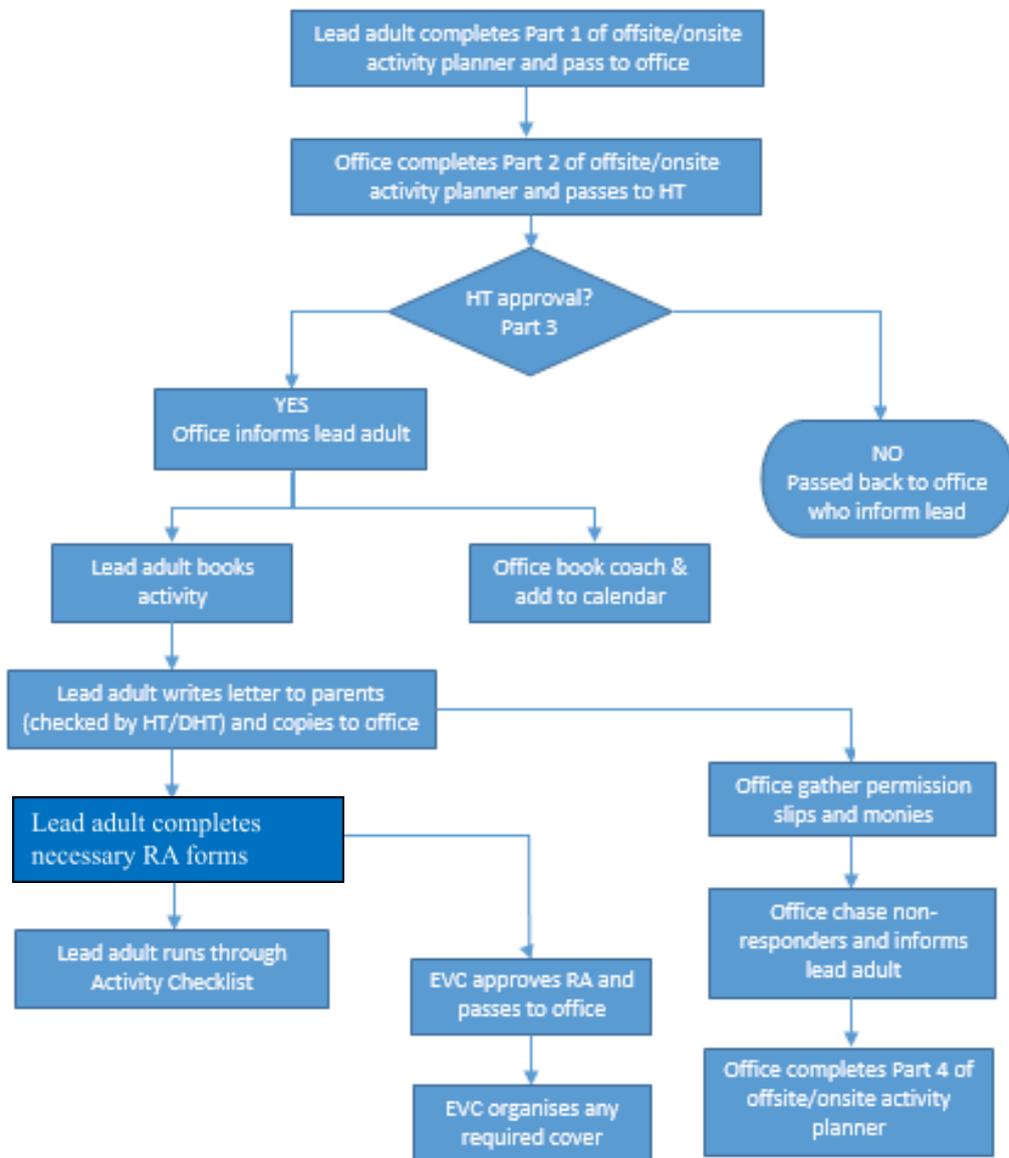
Report the incident using your employer's procedures.

### Useful Numbers

<b>Visit Leader</b>	
<b>Assistant Leader</b>	
<b>Establishment Emergency Contact</b>	
<b>Establishment – alternative numbers</b>	
<b>Employer Emergency Contact</b>	
<b>Employer – alternative numbers</b>	
<b>Emergency Services in UK</b>	999 or 112 <i>You can text 999 if you have previously registered to do this</i>
<b>Emergency Services in countries to be visited</b> <i>(in some countries there are different numbers for different emergency services)</i>	
<b>Foreign Office Consular Assistance</b>	+44 20 7008 1500
<b>Police (non-emergency) in UK</b>	101

<b>NHS advice line in UK</b>	111
<b>Travel Insurance Emergency Assistance</b>	
<b>Accommodation</b>	
<b>Tour operator / transport provider</b>	

**PROCESS FOR ORGANISING SCHOOL TRIP/EVENT**



## OFFSITE ACTIVITY PLANNER

### Part 1: Lead adult to complete and pass to office.

<b>Class/Year:</b>		<b>Lead Adult:</b>		
<b>Proposed Date:</b>		<b>Proposed Venue:</b>		
<b>Activity Start Time:</b>		<b>Activity Finish Time:</b>		
<b>Coach Required:</b>	Yes/No*	<b>Number of seats required:</b>		
<b>Number of pupils:</b>		<b>Number of adults</b> (at least 2 adults must hold full DBS check):	Staff:	Total:
			Volunteers:	
<b>Activity cost:</b>	per pupil/total*			

### Part 2: Office to cost out and pass to HT.

<b>Cost of coach:</b> (3 quotes to be sought to ensure best value):			<b>Final cost per pupil:</b>	

### Part 3: HT to approve activity and return to office.

<b>Approval given by:</b>		Headteacher	<b>Date:</b>
<b>Not approved:</b>		<b>Reason:</b>	

### Part 4: Office to inform lead adult and begin booking confirmation.

<b>Activity booked (date):</b>		<b>Travel booked (date):</b>	
<b>Copy of letter to parents received and filed (date):</b>		<b>Copy of RA received (date):</b>	
<b>Permission/monies received – final attendees confirmed (date):</b>			

\*Delete as appropriate.

## ONSITE ACTIVITY PLANNER

### Part 1: Lead adult to complete and pass to HT.

<b>Class/Year:</b>		<b>Lead Adult:</b>	
<b>Proposed Date:</b>		<b>Proposed Location:</b>	
<b>Activity Start Time:</b>		<b>Activity Finish Time:</b>	
<b>Number of pupils:</b>		<b>Activity cost:</b>	per pupil/total*

### Part 2: HT to approve activity and pass to office.

<b>Approval given by:</b>		Headteacher	<b>Date:</b>
<b>Not approved:</b>		<b>Reason:</b>	

### Part 3: Office to inform lead adult and begin booking confirmation.

<b>Activity booked (date):</b>		<b>Copy of RA received (date):</b>	
<b>Copy of letter to parents received and filed (date):</b>		<b>Permission/monies received – final attendees confirmed (date):</b>	

\*Delete as appropriate.



### OFFSITE ACTIVITY CHECKLIST

<b>Lead Adult:</b>		<b>Contact No:</b>	
<b>Date of visit:</b>		<b>Times of visit:</b>	
<b>Venue:</b>		<b>Contact No:</b>	
<b>Name(s) of other staff:</b>		<b>Name(s) volunteers</b>	

<b>Class(es) attending</b>		<b>If whole class(es) – has attendance register been completed?</b>	Yes/No
<b>Location of any pupils not going on trip who are in attendance at school</b>			
<b>Name</b>		<b>Location</b>	

If only a group of pupils and not whole classes, please complete list of attendees below:

<b>Full Name</b>		<b>Class</b>	

## Local Area Visit Operating Procedure

**Extended learning Locality (Local Area Visit) Rayleigh Primary School.  
Please ensure your [Local Area Visit RA](#) is completed.**

Two points to reduce risks, please consider each time you visit a local area.

- 1) Good briefing to staff and pupils.
- 2) Effective and competent supervision.

### Boundaries

The boundaries of the locality are shown below. This area includes the following frequently used venues: *e.g.*

- Spring Gardens
- School's Pond
- Rayleigh Library
- Rayleigh Town
- Rayleigh Windmill

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the visit approval process, provided they follow the below Operating Procedure.

### Operating Procedure for Extended Learning Locality

**The following are potentially significant issues/hazards within our extended locality:**

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

**These are managed by a combination of the following:**

- The Head and/or EVC Co- coordinator must give verbal approval before a group leaves. Local Area visit form needs to be completed at least a week before visit. Even though this does not need approval, it still needs to be completed.

- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a **minimum** of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g gloves, goggles) *If you have a local issue, eg. with drug needles, etc,*
- *in any area, then you can mark that bit as no-go, or add here how you will educate the pupils to deal with it – it is their home after all,*
- *so they need to be able to cope with it!*

## **GENERIC RISK ASSESSMENTS**

When planning visits these risk assessments will automatically be adopted by party leader. Any additional hazards specific to individual destinations and/or needs of pupils will be assessed using the 'Event Specific Notes' in Risk Assessment 11 (activities or offsite visits). All relevant staff will need to read and sign that these risk assessments will be adopted on an annual basis.



**FORM OV 4**

**RISK ASSESSMENT FORM**

**Educational Visits Support Team  
/ NF**

**Establishment:** Rayleigh  
Primary School

<b>ACTIVITY:</b> Offsite Visits (including sporting fixtures) – <b>General Considerations</b>		<b>Group Leader:</b>	
<b>Visit Details:</b> All visits		<b>Date of Visit:</b>	
<b>Assessment by:</b>	<b>Date:</b>	<b>Target Date for review:</b>	
<b>Approved by:</b>	<b>Position:</b>	<b>Date:</b>	

<p><b>Significant Hazards and Associated Risks</b></p> <p>Those hazards which may result in serious harm or affect several people</p>	<p><b>Control Measures(CM's):</b></p> <p>Controls, including relevant sources of guidance (e.g. Generic Risk Assessment, OEAP National Guidance, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by</p>	<p><b>Additional CM's required?</b></p> <p>If existing CM's cannot be met or circumstan</p>	<p><b>Residual Risk Rating</b></p> <p>(H / M / L)</p>
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	leaders / participants, qualifications / experience of supervisors)	ces have changed	
<p><b>Inadequate planning and organization</b></p> <p>accidents/injuries</p>	<ul style="list-style-type: none"> <li>· Group leaders will have read and will follow the school's <a href="#">Educational Visits Policy</a></li> <li>· Group leaders will have followed the <a href="#">Process For Organising School Trip/Event</a> and completed all required paperwork</li> <li>· All staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities</li> <li>· All leaders will meet prior to departure to discuss and share risk assessments and implement management plans</li> <li>· All leaders will be made aware of their roles and responsibilities prior to departure</li> <li>· Leaders will brief young people regarding hazards</li> <li>· Parents will be informed of arrangements prior to visits and written consent given</li> </ul>		L
<p><b>Exposure to adverse effects of weather</b></p> <p>P cold injury, heat injury, over exposure to sun etc.</p>	<ul style="list-style-type: none"> <li>· Staff will consider possible weather conditions, plan appropriate programmes, and ensure that young people are aware of appropriate clothing and equipment required (inc. hat, suncream etc.)</li> <li>· Specialist personal protective clothing and equipment will be made available to group members if appropriate</li> <li>· Staff will plan and make provision for young people who may not bring suitable kit, including arranging check-up before departure and/or bringing spares</li> <li>· Staff will obtain daily weather forecast and adjust plans accordingly</li> </ul>		L

<p><b>Young person lost or separated from group</b></p> <p>↳ trauma / upset / injuries.</p>	<ul style="list-style-type: none"> <li>· Group leader will ensure that supervising staff are competent and understand their roles</li> <li>· Staffing ratios will be appropriate and sufficient</li> <li>· Leaders will use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders, etc)</li> <li>· Staff will ensure that young people are fully aware of itinerary and supervision/meeting arrangements</li> <li>· Young people will be briefed as what to do if separated from group</li> <li>· Leaders will conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups</li> </ul>		
<p><b>Leaders take their own children or other family members on visit</b></p> <p>↳ inadequate supervision /accident</p>	<ul style="list-style-type: none"> <li>· If staff family members or volunteers accompany group, the supervision and care of young people will not be compromised</li> <li>· Staff ratios will be amended accordingly to take account of split responsibilities</li> <li>· The Deputy Leader will be fully briefed and competent to take over full leadership if required</li> </ul>		
<p><b>Visit returns after school hours</b></p> <p>↳ accident /upset/ lost/abducted</p>	<ul style="list-style-type: none"> <li>· Parents/guardians and young people will be fully informed regarding collection arrangements after a visit</li> <li>· Group leader will have a list of who is collecting young people.</li> <li>· Young people will not be left alone, and will be properly supervised after a visit until they have been safely collected or dropped-off</li> <li>· A clear pre-planned procedure will be agreed for young people who are not collected</li> </ul>		

	<ul style="list-style-type: none"> <li>· A young person will not be left alone with just one member of staff</li> </ul>		
<p><b>Emergencies</b></p> <p>Inadequate procedures</p> <ul style="list-style-type: none"> <li>↳ delayed help/support</li> <li>↳ deterioration of condition</li> </ul>	<ul style="list-style-type: none"> <li>· The school has an emergency plan for dealing with an incident on an educational visit</li> <li>· At least one leader will carry a mobile phone (with ready charged battery and call credits if "pay as you go" )</li> <li>· Staff will carry sufficient cash or cards for pay-phones (mobiles do not work in some areas due to weak signal)</li> <li>· Leaders will all carry Critical Incident 'z' cards with emergency contact numbers</li> <li>· Leader and Headteacher/ Emergency Home Contact will have instructions regarding what to do in an emergency</li> <li>· Leaders will have an appropriate level of first aid training and at least one leader will have a current first aid qualification</li> <li>· A complete first aid kit (and travel sickness equipment) will be checked and taken with the group</li> <li>· The first aid kit will be easily accessed by all leaders</li> <li>· Contact details of parents, group leader, school and, if appropriate, head teacher/school contact's after-hours number will be held by group leader and school contact</li> <li>· Leaders will brief young people regarding emergency procedures</li> </ul>		

<p><b>Activities in, on or near water</b></p> <p>↳ drowning/ hypothermia</p>	<ul style="list-style-type: none"> <li>· All accompanying staff are made aware of the particular and higher risks associated with many water based activities</li> <li>· Activities involving water will be carefully pre-planned, and appropriate risk assessments and control measures put in place, including availability of life saving equipment and competent, trained staff.</li> <li>· Staff will know the swimming ability and confidence of group members and will plan activities accordingly</li> </ul>		
<p><b>Sporting activities</b></p> <p>↳ accident/injury</p>	<ul style="list-style-type: none"> <li>· Group leader will risk assess the premises/playing surface for safety and suitability for planned activities prior to start</li> <li>· Group leader to ensure that young people are wearing correct attire that is secured properly before commencing sporting activity (in line with school's uniform code)</li> <li>· Group leader to ensure that any equipment being used is in good order and easily accessible</li> <li>· Young people to be briefed on how to minimise risk during sporting activities</li> <li>· Young people to be briefed about expected behaviour – including reiteration that sporting officials' words are final</li> </ul>		

<p><b>Special medical, behavioural needs of specific young people</b></p> <p>↳ injury / illness</p>	<ul style="list-style-type: none"> <li>· Up to date information regarding special/medical needs of all group members will be obtained</li> <li>· Advice will be taken from SENCO, doctor, and parents/guardians, if appropriate</li> <li>· Individual needs and associated specific risks will be identified, recorded and shared with all relevant personnel</li> <li>· Young people (and parents in letter) will be reminded to bring personal medication if required</li> <li>· Visit leader(s) will carry information regarding medical conditions and any relevant medication</li> <li>· Staff will check before departure that young people and/or leaders carry (and store securely) any necessary medication</li> <li>· Staff will be fully briefed regarding those with known special/medical needs, and trained to treat/respond accordingly</li> <li>· The programme/itinerary will be arranged with due regard to the mobility and special needs of all members of the group</li> <li>· Particular care will be given to ensure safe access and involvement for all (e.g. for wheelchair users), especially with regard to transport, accommodation and activities</li> </ul>		
<p><b>Misbehaviour/ misconduct</b></p> <p>↳ accidents/injuries</p>	<ul style="list-style-type: none"> <li>· Staffing supervision will be sufficient and appropriate to manage the group safely</li> <li>· Young people will be briefed regarding conduct/behaviour required</li> <li>· Advice will be taken from SENCO and other staff if there are concerns over behaviour</li> </ul>		

	<ul style="list-style-type: none"> <li>· Individual needs will be planned for through Event Specific Notes on RA planning</li> </ul>		
<p><b>Allergic reactions, Poisons, stings, bites</b></p> <p>↳ trauma / illness</p>	<ul style="list-style-type: none"> <li>· Staff will be briefed regarding group members with known allergies, and will be trained to treat accordingly</li> <li>· Staff will check that young people and/or leaders carry any necessary medication</li> <li>· Known high risk situations will be avoided, and appropriate avoidance action taken if necessary</li> </ul>		