



Our Lady of Lourdes Catholic Primary School

# Educational Visits Policy

October 2025



# **Our Lady of Lourdes Catholic Primary School**

## **Educational Visits Policy**

### **Introduction**

This policy has been developed using Brighton and Hove offsite guidelines in conjunction with the National Guidance issued by the Outdoor Education Advisers Panel (OEAP), which has been endorsed by the Health & Safety Executive and other national bodies.

Off-site activities, through adventure, cultural exchange, fieldwork and educational visits, provide memorable and challenging opportunities for young people. We are keen that all pupils should develop self-confidence, independence and responsibility, and these activities provide excellent opportunities for this. They also represent a valuable extension to the curriculum, allowing young people to investigate and experience the world at first hand. At Our Lady of Lourdes we are proud of the rich variety of activities that are offered to our pupils. All those involved in the provision of off-site activities have a responsibility to take reasonable steps to ensure their own safety and the safety of those in our care.

### **SECTION 1 – APPROVAL AND MONITORING**

Residential, overseas & hazardous offsite visits (involving a hazardous activity or environment) must be approved by the Educational Visits Coordinator (EVC), Head Teacher, the Governing Body and the Outdoor Education Adviser (OEA). Non-residential and non-hazardous trips only have to be approved by the EVC and Head Teacher.

The Educational Visits Co-ordinator is: Pier Anscombe

The governors with responsibility for Educational Visits are: Resources Committee  
Governors

In approving visits, the Head of Establishment and EVC should ensure that the Offsite Guidelines have been followed and that the Visit Leader is appropriately experienced. Brighton & Hove City Council (BHCC) expects the EVC, Head Teacher and Governing Body (where applicable) to exercise appropriate professional judgement when approving visits, and Our Lady of Lourdes School to seek advice from the Local Authority (LA) where necessary.

Note: split site working, PE trips and work experience is not classified as offsite activity but these activities still require a similar level of planning e.g. risk assessing, obtaining parental consent etc.

It is immaterial whether the activities take place within or outside of normal working hours.

#### **1.1 Approval procedure for UK based, non-residential and non-hazardous visits**

Where visits are NOT:

- Overseas *or*
- Residential *or*
- Involving hazardous activities and/or hazardous environments

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BHCC Council delegates all aspects of the approval of these visits to the Head Teacher. This delegation is conditional upon compliance with LA guidance, and appropriate induction, training, and assessment of the Visit Leader's competence.

The following procedure should take place for these types of offsite visits.

- (i) The Visit Leader/trip organiser will propose the activity to the Head for initial approval.
- (ii) The EVC will then give guidance and support to the Visit Leader/trip organiser on preparing and planning the trip.
- (iii) The risk assessment ratings should be worked out to enable the Visit Leader/trip organiser to prioritise and plan effectively, and identify areas of concern.
- (iv) Once the staff have planned and assessed the trip, the EVC will be consulted for their approval. This will then be taken to the Head Teacher for final approval.
- (v) Parental consent should only be sought where the activity is not curriculum based and/or not taking place in school hours.
- (vi) Our Lady of Lourdes must keep a record of these visits, details of which may be requested by the Outdoor Education Adviser (OEA) or Health & Safety team as part of their statutory supporting and monitoring role. Our Lady of Lourdes record these visits on Brighton & Hove's offsite visit online notification and approval system, EVOLVE.

### **1.2 Approval procedure for residential, overseas or hazardous visits**

Where visits ARE:

- Overseas *or*
- Residential *or*
- Involving hazardous activities and/or hazardous environments

Following approval by the Head Teacher and the Governing Body, the visit details must be submitted via Brighton & Hove's offsite visit online notification and approval system, EVOLVE, for the Outdoor Education Adviser (OEA) to approve at [www.brightonandhovevisits.org.uk](http://www.brightonandhovevisits.org.uk)

- (i) The Visit Leader/trip organiser should propose the activity to the Head and the Governing Body for initial approval.
- (ii) The EVC will then give guidance and support to the Visit Leader/trip organiser on preparing and planning the trip.
- (iii) The risk assessment ratings should be worked out to enable the Visit Leader/trip organiser to prioritise and plan effectively, and identify any areas of concern.

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- (iv) Parental consent should be sought, and up to date medical details obtained.
- (v) Once staff have planned and assessed the trip, the establishment's EVC or Visit Leader must log on to Brighton & Hove's offsite visit online notification and approval system, EVOLVE, at [www.brightonandhovevisits.org.uk](http://www.brightonandhovevisits.org.uk) and complete an online visit form as early as possible ahead of the visit. The Visit Form must be approved by both the EVC and Head of Establishment via EVOLVE before being submitted to the LA.

### **IMPORTANT**

**A minimum of 4 weeks' notice is required for UK residential and hazardous visits and 6 months' notice for overseas visits. This gives the LA sufficient time to allow for any changes or additions to be made if needed.**

**Where the notice period given by the school is less than this, the LA cannot guarantee to approve your trip in time. If this is the case, in the event of an injury or fatality the school could be held entirely liable in any subsequent action brought for negligence, and will have to justify why the trip went ahead without LA approval. It is also possible that insurance cover could be affected if LA approval has not been given to a trip.**

- (vi) Following submission of an online Visit Form, the OEA will review it and either approve the visit, request additional information or return the visit form to the EVC with reasons given.
- (vii) Prior to the visit taking place, the EVC must check the status of approval on EVOLVE. The visit **must not take place without LA approval.**

Note: A member of staff intending to lead (i.e. instruct) an adventurous activity must be specifically approved by the OEA to do so by completing the online (ALF) form on EVOLVE as directed.

### **1.3 Risk assessment**

It is a legal requirement to carry out a formal risk assessment when considering any offsite activity and this procedure should be an integral part of the planning for all such activities. Risk assessment should be carried out in small groups (to include trained risk assessors and someone experienced in the activity to better identify significant and foreseeable hazards). A blank risk assessment form is provided on EVOLVE and should be used at all times. Our Lady of Lourdes School should also request and check risk assessments from any external provider or venue which is being used.

These will be required when seeking approval at both school and Local Authority level. The risk assessment process should consider all aspects of the visit and all

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elements of the visit the school is responsible for, including the venue, travel arrangements, supervision, qualifications, DBS checks etc.

These should be reviewed and updated to new include new learning before further visits to the venue, and reviewed annually as repetition itself creates risk. Ongoing dynamic risk assessments should also be undertaken during the visit and pupils should be encouraged to become involved in the risk assessment process. It is important to carefully consider the participants and their needs, as this may change on a visit-to-visit basis.

For activities or visits that are run by an establishment on a regular basis or have aspects that are similar on a number of visits, for example minibus use, the school may produce and use their own generic risk assessments. These should be re-visited each time and any changes made. When using model risk assessments, the needs of the pupils, the environment and the location should be carefully considered to ensure that the assessments are still valid.

**If, at any stage, you find that you identify an activity or part of an activity that presents an unacceptable risk, then it must not go ahead even if the overall score is reasonable.**

### **Low Risk**

A low risk activity is one in which the possibility and nature of an accident are not substantially different to those encountered in everyday experience.

### **Medium Risk**

A medium risk activity is one in which the hazards encountered are outside the group's experience but by adopting principles of safe practice, should bring them down to an acceptable level.

### **High Risk**

A high-risk activity is one in which the hazards encountered are well beyond the everyday experience of the group. The repercussions of an accident could lead to serious consequences.

### **1.4 LOtC quality badge exemption**

Introduced by the Council for Learning Outside the Classroom (LOtC), the LOtC quality badge is the only nationally recognised indicator of good quality educational provision and effective risk management. The badge is endorsed by Brighton & Hove City Council, as well as the national panel of Outdoor Education Advisers (OEAP).

If a provider carries the LOtC quality badge, you do not have to:

- (i) Ask them to complete an External Provider's Form and attach to your EVOLVE form.
- (ii) Attach copies of the provider's risk assessments to your EVOLVE form.
- (iii) Attach evidence of Public Liability (PL) cover to your EVOLVE form.

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Schools can rest assured that any organisation displaying the badge has undergone a rigorous vetting process to ensure they meet the required health & safety standards, understand a school's needs, and can tailor their offering to fit in with curriculum requirements, as well as those of the school. This increases the chances of children having a wider educational experience, which benefits their educational, social and emotional development. For more details visit [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)

### 1.5 Local Provider Listing

A database of local providers in Brighton & Hove (who don't hold the LOtC badge) has now been established, for whom the External Provider's Form, risk assessments, and evidence of public liability cover is now held centrally by the LA. This means schools no longer have to attach these to their EVOLVE forms.

The latest listing can always be found on *EVOLVE: Resources tab - Guidance, Policies & Documents - Local Provider Listing*.

### 1.6 Record Keeping timescales

Schools should retain documentation relating to the approval of offsite visits (both hazardous and non-hazardous) for up to 14 years after the visit date for primary schools, and up to 10 years for secondary schools, regardless of whether or not a major incident has occurred. If EVOLVE is used for recording all visits, this information will automatically be held online, but if not, all approval paperwork must be retained.

As far as parental permission slips are concerned, where there has been a major incident (i.e. a child has had to be taken away for medical treatment), all permission slips must be **retained for 25 years** from the date of birth of the pupils involved. Where there hasn't been a major incident, parental permission slips should be **retained for six months**, following conclusion of the trip.

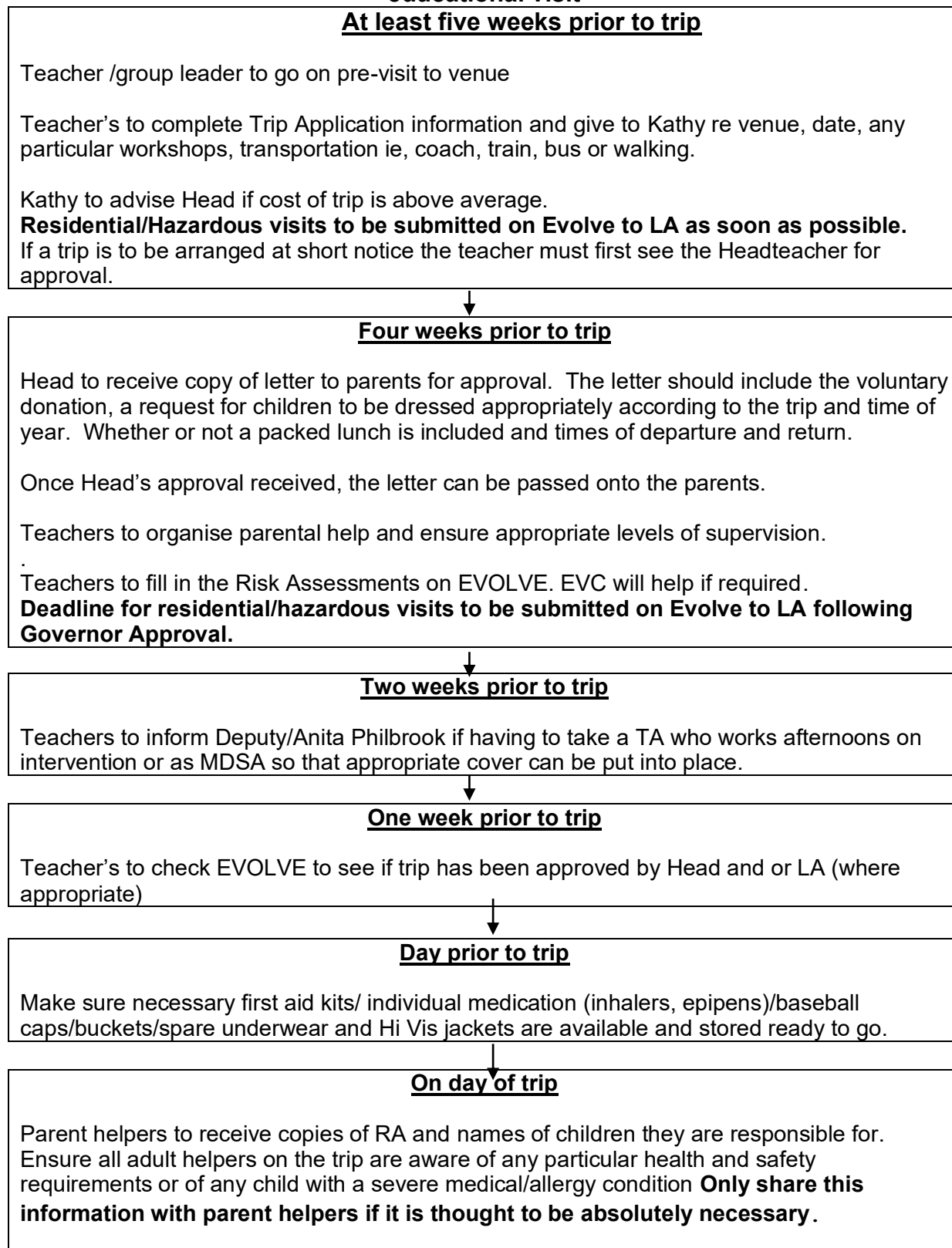
## 1.7 OFFSITE VISITS APPROVAL FLOWCHART



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### 1.8 Flow chart of organisation/timeline for planning and carrying out an educational visit



### HAZARDOUS & NON-HAZARDOUS ACTIVITIES LISTING



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<b>Hazardous activities (requiring LA and Governing Body approval)</b>	<b>Non-hazardous activities (approval stops with Head)</b>
Abseiling	Beach games (in enclosed area)
Archery & shooting	Beach visits
Beach visits (water based)	Biodiversity day
Bouldering	Bowling
Boxing (contact the LA)	Camp craft/forest schools <b>*(see proviso below)</b>
Bungee jumping (contact the LA)	Cinema visit
Camping	Concert visit
Canal boating	Ice skating (Brighton & Hove rinks)
Canoeing /Kayaking	Library visit
Caving	Laserzone
Climbing	Local park visit
Climbing wall	Local restaurant visit
Coasteering & sea level traversing	Museum visit
Cycling	Music workshop
Dinghy sailing	Places of historical interest
Expeditions	Science fair visit
Extreme sports (contact the LA)	Shopping
Farm visit	Swimming (Brighton & Hove pools)
Fell walking	Ten pin bowling
Fencing	Theatre visit
Fishing	Theme parks
Go karting	University and college visit
Golf	Science fair visit
High ropes	Shopping
Horse riding and pony trekking	
Ice skating (non-Brighton & Hove rinks)	
Jet skiing (contact the LA)	
Judo	
Kick boxing (contact the LA)	
Kite flying	
Low and high ropes	
Mountain biking	
Open water swimming	
Orienteering	
Outward bound pursuits	
Paintballing (contact the LA)	
Parascending /parasailing	
Pond dipping	
Quad biking (contact the LA)	
Rafting	
Rock climbing	
Rock pooling	
Roller blading/skating	
Rowing	
Sail boarding	

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Sailing within territorial waters	
Scuba diving	
Skate boarding	
Skiing	
Sledging & tobogganing	
Snorkelling	
Surfing	
Swimming (non-Brighton & Hove pools)	
Trampolining	
Trekking/Hiking/Rambling	
Tubing (snow related)	
Water skiing	
White water rafting	
Wide games	
Windsurfing	
Wrestling (contact the LA)	
Yachting	
Zip wire	*Camp craft/forest schools. If the activity involves knife skills, fire skills etc. a qualified instructor must be used. Where an unqualified instructor is used, LA approval is required.
Zorbing (contact the LA)	
<b>Plus: all residential, overseas visits, and any visit involving a hazardous environment.</b>	

## SECTION 2 – CHOOSING A PROVIDER

### Using external providers and facilities

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When planning an off-site visit, you should thoroughly research the suitability of the venue and check that facilities and third party provision will meet your group's needs and expectations. This is an essential element of risk-benefit management and is critical in deciding how you will supervise the young people effectively.

### **2.1 Provider or facility?**

A provider means any third-party person or organisation contracted to organise and/or deliver all or part of a visit or activity, and/or supervise participants. A facility means a publicly accessible venue or resource, which will form part of a visit but where the establishment will remain in charge and deliver any activities. For example: public transport providers, museums and galleries, theme parks and theatres.

### **2.2 Researching providers**

You have a duty of care to ensure that any provider you use meets acceptable standards. The most straightforward way to do this is to take advantage of the nationally accredited provider assurance schemes.

Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge covering both quality and safety of all activities offered.
- Adventure Activities Licensing Authority (AALA) licence. This statutory scheme covers only safety management in respect of caving, climbing (*not* climbing walls), trekking and watersports.
- Adventuremark (only covers safety).
- National Governing Body centre approval schemes (applicable where the only provision is a single, specialist activity).

If the provider holds such an accreditation, you should still consider the following:

- Do the values and ethos of the provider match your expectations?
- Is there a clear understanding about responsibility for supervision at all times?
- What are the respective roles of provider staff and your staff?
- What provision will be made for any special needs?
- How flexible is the programme to meet changing circumstances?
- To what extent can you involve the provider in evaluation of the learning objectives?

Where a provider does not hold a LOtC quality badge, or is NOT on Brighton & Hove's Local Provider listing, then you must ask them to complete an External Provider's Form and attach it to EVOLVE along with their risk assessments and confirmation of Public Liability cover.

### **2.3 Preliminary Visits**

While the wide availability of websites, ease of communication and the LOtC Quality Badge scheme all have an important part to play in information gathering, there can be no substitute for a preliminary visit. This will back up research and enable you to clarify issues face to face. So, wherever reasonably practicable, it is good practice to

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carry out a preliminary visit to any unfamiliar facility or venue, including those used by a provider. The cost of this can be built into the pricing of the visit.

Preliminary visits enable the Visit Leader to address the following questions:

- Will the venue or facility be suitable to meet the planned aims and objectives of the visit?
- Are there any particular hazards or threats which need to be considered in your risk-benefit assessment and emergency procedures?
- What will be your options if the conditions of daylight, water level, temperature and weather, or under-foot conditions, differ significantly from the pre-visit?
- Do you have sufficient knowledge and understanding of the venue, facilities and activities to feel confident when planning the visit?
- Will the venue be able to cater for the full range of group needs, including any special needs?
- Will the group need any specialist equipment?
- Are there any staff training needs?
- Will participants need to be prepared or trained?

Where a preliminary visit is not practicable, consider how you will gather sufficient information to make an adequate assessment of the venue, facilities or provider. You should seek information from reliable sources such as:

- Similar groups that have recently visited the venue or used the facility/provider through the EVOLVE database
- The Outdoor Education Adviser
- Colleagues
- Reputable organisations such as tourist boards.

### **2.4 Using Approved Activity Providers**

If your school uses an AAP to deliver the expedition side of the DofE, please note the AAP's approval from the Award only includes limited checks on risk management, safety and quality. As these may not meet the health & safety requirements of the Local Authority, please contact the Outdoor Education Department before enlisting an AAP's services.

## **+SECTION 3 – CHILD PROTECTION & SAFEGUARDING**

### **Introduction**

**This section contains information on the Duty of Care, Child Protection Procedures, Disclosure & Barring Service and Equal Opportunities.**

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### **3.1 Duty of Care**

Ensuring the welfare of children involved in offsite activities is as important as ensuring good health and safety practice and must be considered at all times.

*Working Together to Safeguard Children* (HM Government), states that “all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.”

As outlined in *Safeguarding Children and Safer Recruitment in Education* (HM Government) everyone shares an objective to keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

The person organising the offsite visit should assess the general suitability of any offsite activities. Any potential risks to the child should be considered as part of the assessment that looks at health, safety and welfare. Additional safeguards may be required where certain risk factors present. Some of these risk factors may include:

- Where the child may be vulnerable. A variety of factors can make a child vulnerable, including special needs, immaturity, abuse or neglect, substance misuse etc.
- Where the nature of the offsite activity means the child is likely to be or will be alone with an adult
- Where the offsite activity has a residential component.

### **3.2 Child Protection Procedures**

Offsite visit organisers should have access to Sussex-wide child protection procedures (which cover Brighton and Hove, East and West Sussex) and to know what action will be taken and by whom, should a child protection or safeguarding issue be raised. Making sure these procedures are accessible is part of a general duty of care. These procedures can be accessed via the Local Children Safeguarding Board (LSCB) website; <http://www.brightonandhovescb.org.uk>

### **3.3 Disclosure and Barring Service**

The services of the Criminal Records Bureau and Independent Safeguarding Authority (ISA) merged into the Disclosure and Barring Service (DBS) in December 2012.

### **3.4 DBS checks for volunteers**

#### **New and existing volunteers in regulated activity**

Schools are required to DBS check AND barred list check all volunteers in regulated activity i.e. those responsible for teaching, supervising, giving advice and guidance relating to personal welfare or driving a vehicle solely for the purpose of conveying children, either on a frequent or overnight basis.

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### **New and existing volunteer *not* in regulated activity**

The DfE has revised its guidance for schools in relation to DBS checking new and existing volunteers ***not*** in regulated activity.

Whereas the previous guidance recommended an enhanced DBS check for all new and existing volunteers, it now asks that schools carry out a risk assessment and use their professional judgement when deciding whether or not to obtain an enhanced DBS check on any volunteer who isn't in regulated activity, based on the following:

- The nature of the work with children
- Whether the establishment knows the volunteer (including formal or informal information offered by staff, parents and other volunteers)
- Whether the volunteers has other employment or undertakes voluntary activities where referees can advise on suitability.

The school can then decide whether or not to obtain an enhanced DBS check (not including barred list information). It may, for example, decide to DBS check a volunteer who although is not engaging in regulated activity, does have the opportunity to come into contact with children on a regular basis e.g. a supervised volunteer.

**Note: under no circumstances should a volunteer who has had no checks be left unsupervised or allowed to work in regulated activity.** Volunteers who on an unsupervised basis teach, look after children regularly, or provide personal care, on a one-off basis in schools will be in regulated activity.

### **3.5 Registering with the online service**

Where a check is carried out for a volunteer, please advise them to register with the online registration service at the same time. This will mean that their DBS certificate will be portable and current as long as the individual is undertaking volunteer work, and permission to obtain intermittent checks can be requested. This can be dealt with by the school office staff.

### **3.6 Equal Opportunities**

The Equality Act states that a school or other establishment must not discriminate against, harass or victimise a pupil or young person because of disability, gender reassignment, pregnancy and maternity, race, religion or belief, or sexual orientation. There is a duty to make reasonable adjustments.

### **Available and accessible to all**

Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

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### **Meeting everyone's needs**

In making decisions, an educational establishment may have to balance the need to provide the best possible educational outcomes for all pupils with the need to meet the particular needs of individuals. Sometimes it may not be possible to make reasonable adjustments to include a young person in a specific visit or activity, nor to provide the whole group with a suitable alternative, perhaps because of a severe disability. It is not necessary to deprive the rest of the group of worthwhile opportunities, if it is genuinely impossible to find a suitable way of including everyone. However, if a young person is excluded from a visit or activity, consideration given to the provision of a suitable alternative. The burden of proof is on the establishment, to show that what happened was for a reason other than unfair discrimination.

Any adjustments that are made in order to include a disabled young person should not impinge unduly on the planned purpose of the activity. As an example, it may not be appropriate for a parent to accompany a child on a residential visit where the planned learning outcomes of the visit include "developing independence" and "developing relationships".

A decision to exclude a young person should not be taken lightly, and only after consultation with those who have responsibility for the young person, including (as appropriate) the Head Teacher, visit leader, class teacher, parents, any support staff, any third party provider, and possibly their GP.

### **Exclusion on the grounds of behaviour**

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other members of the group, or the leaders. When a young person is excluded on these grounds, consider providing alternative ways of achieving the same learning outcomes.

### **3.7 SEN and disability**

Decisions about whether a young person with a disability or special educational need should be taken on a visit should be the result of wide discussion including Head Teacher, visit leader, class teacher, parent, support staff and possibly their GP and any third party provider.

All staff involved in any visit should be fully briefed, ensuring that staff understand their assigned roles and, in particular, who will be directly supervising those young people who are for example, likely to abscond, display challenging behaviour, or have an epileptic seizure. A preliminary visit will reduce the likelihood of unforeseen contingencies such as lack of disabled access. When working with young people who are disabled or have special educational needs, the staff-pupil ratios on visits may need to be increased.

## **SECTION 4 – SUPERVISION & STAFFING RATIOS**

**The contents of this section are crucial to participant safety and to receiving approval for the visit.**

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### 4.1 Appointment of staff

#### Visit Leader

Heads of establishments must appoint a visit leader to be responsible for the running of an activity who is a teacher, youth leader or approved member of staff with appropriate skills and expertise for the trip. Newly qualified staff are not considered to be experienced enough.

### 4.2 Supervision ratios – minimum ratios

It is important to have an appropriate ratio of adult supervisors to children or young people for any visit. The National Guidance recommendations are set out below.

**There should always be a minimum of two members of qualified staff on any offsite visit. An experienced Teaching Assistant or learning assistant can qualify as the other member of the minimum two staff if they have the head's approval.**

Ratios should be determined through the process of risk assessment. It is not possible to set down definitive staff/student ratios for a particular age group or activity. The DfES publication HASPEV (1998) suggests the following “starting points” but these should be regarded as starting points for consideration rather than being definitive, as they may only be appropriate where the activity is relatively straightforward and the group has no special requirements.

Any on-site SEN ratio must be duplicated off-site.

- School years 1 - 2, 1:8
- School year 3, 1:10/15
- School years 4 - 6, 1:15/20
- School years 7 onwards, 1:15/20

The Early Years Foundation Stage (EYFS) Statutory Framework no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. BHCC suggests a starting point for reception of 1:4.

The factors to take into consideration when deciding on ratios can be identified using the SAGED acronym, and include:

<b>Staffing</b>	e.g. experience, competence, gender, first aid
<b>Activity</b>	e.g. residential, water margins, duration, domestic activities that might take staff away temporarily
<b>Group behaviour</b>	e.g. sex, age, ability special educational/medical needs,
<b>Environmental</b>	e.g. bad weather
<b>Distance mechanisms</b>	e.g. duration and nature of the journey, distance from support



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### **Possible exceptions to staff ratios**

The circumstances in which it may be acceptable to have less than the minimum number of staff are:

- Where activities involve situations that are familiar to participants, and where additional appropriate adult help could be available in a short time, should the party leader become incapacitated
- On a journey where additional help will be available at the group's venue, providing that there is always adequate supervision of participants during the journey
- Supervision in minibuses
- For local activities, for example PE matches, and where further adult help is available quickly

### **4.3 Gender differences**

Parties must have staff of the same sex as participants, with the following possible exceptions:

- Where an activity involves a small group of participants on an activity lasting less than twenty four hours and not involving an overnight stay
- Where appropriate adult help is available at the venue and only the journey involves adults of one sex being present
- Where an activity involves participants working without direct supervision. In this case the paragraph above must be strictly adhered to (please see supervision ratios).

This regulation is concerned with the position of staff as well as the welfare of participants. It would be wise to ensure that where adults of the opposite sex supervise participants, the next of kin are clearly aware of and in agreement with the situation. Staff members are advised to take particular care in such circumstances. If there is ever a need, for example, for them to visit bedrooms or changing rooms for participants of the opposite sex then they should always be cautious and considerate in choosing the time and style of such visits and should be accompanied by an adult of the opposite sex.

**Please note:** while it is generally acceptable in some circumstances for female staff to be in sole charge of a mixed gender group, this situation should be avoided if at all possible.

### **4.4 Involvement of pupils' relatives or close friends**

In situations where it is proposed that the children, close relatives or friends of staff accompany a group on an offsite activity, there is a potential for their relationship to compromise the visit leader's plans for group management in the event of a serious incident. They can be included in the ratio but the visit leader should not assign a volunteer helper to a leadership role or one that gives them direct responsibility for their own child.

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### **4.5 Supervising adults other than professional staff**

Establishments often make use of responsible adults other than members of staff in order to ensure better supervision of participants. It is for heads of establishments to decide whether such adults would provide suitable additional help by asking the following:

- Will the adults know the participants and other adults involved?
- Have they appropriate skills, qualifications or experience to offer?
- Would staff and participants be likely to respond to them as they would to staff members?
- They should not be in a situation where they are remote from the support of staff members.

**Please note:** it is important that the Head Teacher ensures that all such persons have satisfied the requirements for Disclosure and Barring Service checks.

### **4.6 Participants with Special Needs**

This includes all participants who have statements of Special Educational Need Provision and other participants identified by the establishment as having significant special needs. Head Teachers need to ensure that an appropriate level of care and supervision is available to meet the needs of individuals within the group and that:

- The adult and participant ratio should be at least equal to that provided in the establishment
- At least two adults with appropriate skills for meeting the special needs of the participants in the group should be available on all offsite activities
- Where it is known that the special needs of a participant predisposes them to unpredictable behaviour, or to behaviour that might put them at physical risk, then the level of supervision should reflect this.

### **4.7 Good practice in supervision and the standard of care**

It is most important that staff members and other supervising adults are:

- Aware of the high standard of care required of them on offsite activities
- Always aware of potential dangers and take necessary safeguards.

Particular care must be taken in environments that are naturally hazardous such as:

- Cliffs
- Coastal environments (beaches, the sea and cliff areas)
- Forested land
- Areas close to running or open water
- Mountain and moor land areas
- Ferries or boats of any kind
- Areas liable to pedestrian congestion e.g. airports, stations concerts, theatres, etc.

### **Head counts**

Frequent head counts must be made. It is sensible to consider dividing participants into smaller groups in order to facilitate counting. It is also strongly recommended

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that key counts should be double-checked by another adult and/or a register taken.

### **Who to brief and how**

Teaching staff, other supervising adults, the next of kin and participants directly or indirectly involved with an offsite activity must be fully briefed about the nature of the activity, their role and responsibilities, and all arrangements that will or might be made.

### **Delegation of role**

The visit leader must clearly delegate roles and responsibilities to the other staff members and supervisors involved in the activity, and appoint a deputy leader.

### **Check lists and information**

Each adult member of a group should carry checklists and any information that enables them to act quickly and effectively. Particular care should be taken if a group is to divide into smaller groups. As far as is reasonably possible supervisory adults should know who is where and when. They should also be aware of all relevant emergency procedures.

### **Frequency and regularity of briefing**

While an activity is in progress there should be regular daily briefings for participants and staff.

### **Briefing and frequently used venues**

Briefings are no less important where a visit takes place on a regular basis and/or where the situation and local conditions are well known to the supervising staff.

### **Senior staff of primary schools**

The head and deputy head in a primary school should not be away at the same time without ensuring that Children's Services and the school's governing body are in agreement with the situation.

## **SECTION 5 – EMERGENCY PROCEDURES**

This guidance is recommended for use by visit leaders and contact personnel at the establishment in the event of an incident or serious incident involving offsite activities. It should be used in conjunction with the Emergency Action Cards (for the visit leader, emergency contact and establishment management) at the end of this section.

It is strongly recommended that establishments have a carefully worked out emergency action plan, allowing parties who are away to contact their base at all possible times, while ensuring the correct procedure is followed and the appropriate individuals informed at the correct times.

It is also important to ensure your emergency arrangements will work outside school hours and during holidays if activities are taking place at these times.

### **5.1 Incident or near miss reporting procedures**

School staff should use the [HS2](#) (general) and [HS3](#) (for violent and aggressive incidents) form accessible on the WAVE4SCHOOLS (Health & Safety – Reporting incidents and

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hazards) to report any incidents or near misses. Ideally, these forms should be typed in Word and emailed to [health&safety@brighton-hove.gov.uk](mailto:health&safety@brighton-hove.gov.uk) so that the details can be readily transferred to the online system.

### **5.2 The Establishment's role**

Many incidents that happen on offsite visits will be dealt with by the visit leadership team, perhaps with some telephone support from the establishment. However some of these incidents may be serious and require support from the establishment and/or the employer.

#### **Incidents requiring additional support:**

1. A serious incident is one where a group member has:
  - suffered a life threatening injury or fatality
  - is at serious risk;
  - has a serious illness; or
  - has gone missing for a significant and unacceptable period.
2. Any incident that is beyond the normal coping mechanisms of the visit leadership team, or the media is involved.

### **5.3 The Visit Leader's role**

#### **BEFORE THE VISIT**

1. Agree Emergency Procedures, which include 24 hour contacts at the establishment and clear roles for the visit leaders, emergency/establishment contact, head etc.
2. Phone numbers should be agreed between visit leaders and their establishment.
3. Ensure all members of the visit leadership team know how to respond to an emergency.
4. The role of the Emergency contact back at base can be very demanding, and it's important to choose the right person. Ensure they are adequately prepared to support the visit leader, and have access to all documentation related to the trip.
5. Always include discussion of emergency procedures in any planning meeting as part of your risk management process.
6. Allocate roles. An effective emergency response requires several things to happen simultaneously, and the leader cannot attend to casualties, ensure that others in the group are safe, call for help for the emergency services, initiate the emergency procedures and keep notes of the incident all at the same time.
7. Whilst taking reasonable care of themselves and others, leaders should not hesitate to take lifesaving action in an extreme situation. If the visit leader is incapacitated, all members of the visit leadership team should be able to take charge and initiate the school's emergency plan.

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8. All members of the visit team (including the first/emergency contact) should have easy access to a copy of the emergency procedures throughout the visit.
9. Ensure appropriate first aid cover is provided and first aid kits are stocked and accessible. All individual medical needs should be known and leaders competent to handle them. It's good practice to provide some form of first aid training to all young people and staff (whether certified or not) e.g. placing casualty in a safe airway position
10. Ensure that appropriate first aid cover is provided.
11. Practice emergency drills e.g. evacuation of a minibus, rapid group head counts, fire drills at accommodation.
12. It's good practice to take a 'grab' bag including wind-up torch, high vis. jackets, waterproof document wallets, notepad and pens, whistle, wind up phone charger, spare mobile phone, water, snacks, first aid kit etc.

#### **POST INCIDENT**

1. Consider the emotional needs of any group member who may have been adversely affected.
2. Follow the incident reporting requirements set out on the WAVE4SCHOOLS – Health & Safety - [Reportingaccidentsandincidents.aspx](#)
3. Review lessons learned and feed into future visit plans, emergency plans and staff training.
4. Share the experience with colleagues.
5. Ensure you retain all equipment involved in an incident in an unaltered condition.

#### **Visit Leader Emergency Action Card**

**This should be carried by all staff accompanying a visit.**

*It is recommended that this is printed, laminated, and placed in first aid kits.*

#### **First response**

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

1. REMAIN CALM - assess the situation.
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
  - accounted for
  - safe
  - adequately supervised

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- briefed to ensure that they understand what to do to remain safe
  - To ensure parents aren't unnecessarily worried or panicked, don't let party members phone home until contact has been made with the establishment/appropriate service.
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
  4. Call emergency services as appropriate.
  5. Carry out first aid to the best of your abilities.

Remember the aims of first aid are to:

- a. Preserve life
- b. Prevent the condition worsening
- c. Promote recovery

#### **Essential First Aid**

1. Casualties need to be able to breath – if they are unconscious this means being put into a safe airway position
2. You need to try to find and stop any serious external bleeding
3. You need to protect the casualty from the environment - keep them warm
4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

#### **Once the immediate situation is contained**

- Inform the school/Our Lady of Lourdes Emergency Contact or, if unavailable, your employer e.g. Local Authority. They will need the following information:
  - Who you are, which establishment you are from and what your role is within the group
  - What number can you be called back on?
  - What is the nature of the emergency?
  - How many casualties there are and their status
  - The total number of people in your party
  - Your current location
  - Whether you are staying where you are or moving – if you are moving where to?
  - What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport.

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- Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and any relevant medical information but ensuring you still maintain an adequate adult/pupil ratio.
- Avoid splitting the group – unless it is the only way to get help – and leave no one on their own.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do until they can be returned to base.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, decisions made, conversations held and a timescale. Do not leave this until later when your memory of details may be confused.
- Refer all media, parental or other enquiries to your employer's press office. Do not admit anything. Do not sign anything.
- Inform the Foreign & Commonwealth Office for support if abroad.
- Monitor, reassess and review – ensure nothing has been forgotten, and all leaders and young people are coping, cared for and secure.

### Emergency Numbers

Name	Landline	Mobile
Our Lady of Lourdes School	01273 306980	
Head Teacher Deputy Head Teacher	All staff to ensure these numbers are stored in their mobile phones	
<b>The following Brighton &amp; Hove City Council numbers should only be used in the event of a CRITICAL incident</b> (one where a group member has suffered a life threatening injury or fatality, is at serious risk, has a serious illness, has gone missing for an unacceptable period, the incident is beyond normal coping mechanisms or the media is involved) <b>and where communication can't be established with the school or Head Teacher/ Deputy Head Teacher above.</b>		
Emergency Planning & Resilience team	01273 296699	(Out of hours) 07540675169
Health & Safety Duty Officer	01273 292062	
Press Office	01273 293033 or 01273 291035	
BHCC Switchboard	01273 290000	

### Our Lady of Lourdes School Head/Management Emergency Action Card

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**This card should be used by the management of the establishment, when called upon to take charge of managing serious incident** (one where a group member has suffered a life threatening injury or fatality, is at serious risk, has a serious illness, has gone missing for an unacceptable period, the incident is beyond the normal coping mechanism or the media is involved) **on an off-site visit.** *It is recommended that this card is printed, laminated, and a copy placed visibly in the establishment's office.*

### **On receiving a call**

In the event of being alerted to an emergency on an off-site visit use the following to guide your actions:

STAY CALM – consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.

TAKE CHARGE of the incident until relieved by a more senior colleague. It is essential that one person is clearly designated as controller of the emergency response, and that it is clear to all who this is.

CONTACT the group in difficulty to reassure them, get up to date information and keep them informed of your actions.

RECORD all information you receive and actions you take.

DELEGATE TASKS as and when possible/appropriate to allow you to manage the situation and allow for 'concurrent' activity.

**Depending on the circumstances and the support required you may need to consider some or all of the following:**

- Inform your senior management team as required.
- **You must inform your employer - see numbers overleaf**, and governors. If necessary, your employer should implement a Critical Incident Plan to give support to you, the party, and the parents.
- Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):
  - Overall controller
  - Coordinator/contact with group (consider keeping the same person to always speak to the group leader)
  - Communications (could be a number of people dealing with different aspects)
  - Logistics – arranging transportation, accommodation etc. for group and any travelling team
  - Resources – e.g. office space, reception for any visitors (parents, media etc.), refreshments / food – Site Service Officer(s), Admin support



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- Record/log keeper
- Keep a log of all actions, communications and decisions, including the people involved and times.
- Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email and text.
- Liaise with your employer over provision of links with emergency services, media - as necessary.
- Carry out the actions required to support the visit leadership team.
- Decide if a 'Travelling Team' is needed to provide support at the scene.
- Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can).
- Make arrangements for relatives etc. to be catered for on site or nearby, if possible, while they wait for news.
- Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital
- Control communications and the flow of information to the affected group, parents, other school staff (beware of other staff inadvertently starting rumours circulating).
- Control information to the media – use the expertise of your Employer's communications team and direct all media enquiries to them.
- Make arrangements for meeting the group back from the visit and returning children to parents. Consider the possible need for future emotional support and care for anyone involved (don't forget other staff, young people and the Emergency Support Team as well as those directly involved).

### Emergency Numbers

*In addition to this list, all numbers relating to a specific visit should be lodged with the emergency base contact.*

Name	Landline	Mobile
Brighton & Hove City Council Emergency Planning & Resilience team	01273 296699	(Out of hours) 07540675169
Brighton & Hove City Council Health & Safety Duty Officer	01273 292062	
Brighton & Hove City Council Press Office	01273 293033 or 01273 291035	
Brighton & Hove City Council Children's Services Jo Lyons OR Pinaki Ghoshal	01273 293514  01273 290446	
Brighton & Hove City Council Press Office	01273 293033 OR 01273 291035	
Brighton & Hove City Council Switchboard	01273 290000	

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### **SECTION 6 – GENERAL INFORMATION**

#### **6.1 First Aid**

Provision must be made for first aid on trips, including the journey to and from the venue (as well as at the venue itself). This should be included in the school's offsite visit risk assessment.

Schools now have a duty to support children with medical conditions and follow guidance issued by the DfE in September 2014. In terms of offsite activity, schools need to ensure their arrangements are clear and unambiguous about the need to actively support pupils with medical conditions to participate in school trips (or in sporting activities) and not prevent them from doing so. They should consider what reasonable adjustments they need to make, and carry out risk assessments to ensure these pupils can participate safely.

The overall first aid assessment/requirements for the school should also take into account staff on trips, sickness, other absence, leave etc.

Risk assessments may indicate a higher level of qualification (other than Emergency First Aid at Work) is appropriate e.g. where access to emergency services might be delayed or where the activity is hazardous e.g. walking on rough terrain.

It is good practice for all staff accompanying a trip have knowledge of basic first aid (how to open an airway, place a casualty into a safe airway position and deal with major bleeding/shock).

#### **Factors which need to be considered and managed on a trip include:**

- Pupils/staff with special medical needs e.g. administration of medicines, allergies, the use of an epi-pen if the sufferer is unable to self-administer. Staff must have the appropriate information and instructions and training to administer medicines.
- Although the coach driver may be first aid trained, they may not be able to assist in a timely manner if travelling on a busy road with no safe stopping points
- Pupils, staff and volunteers need to be informed of first aid procedures while off site.
- Where pupils are 5 or under, a paediatric first aider must be present on site and on all outings at all times. Note, a Paediatric First Aider(s), is required in addition to the first aid provision provided for older children and staff. It's also important that enough staff are trained to ensure that there is cover for leave/sickness absence/ trips etc.
- Whilst a three day first aider may not always be required, it is best practice to have, at the very least, an emergency first aider on trips. If an incident occurred (for example, on the journey) and first aid was not provided (or was not administered in a timely manner) the school may struggle to justify why aid wasn't available.
- Parent volunteers and other volunteers should be treated as employees in relation to receiving first aid.

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- Don't assume that there is suitable first aid provision at the venue or site being visited. The school must check and ensure first aid provision is accessible and adequate.

### **6.2 Clothing**

#### **High-visibility jackets**

The wearing of high visibility jackets in a school setting or on offsite trips is not a legal requirement. However, it is a recognized and recommended control measure where pupils and supervising adults may, for example:

- Potentially come into contact with moving vehicles
- Be in a poorly lit location or where weather conditions and/or the time of day impede visibility
- Require additional visibility in crowded venues or high risk environments.

### **6.3 Transport**

#### **Minibuses and other vehicles**

The 'Driving at Work' Standard outlines the requirements for vehicle and passenger safety, including [Minibus Guidance](https://wave4schools.brighton-hove.gov.uk/schools/Documents/Health%20and%20Safety%20for%20Schools/Guidelines%20for%20Minibus%20Operation.doc) (<https://wave4schools.brighton-hove.gov.uk/schools/Documents/Health and Safety for Schools/Guidelines for Minibus Operation.doc>)

- BHCC requires all drivers driving a minibus to undertake theory and practical Minibus Driver Training and Assessment, which is delivered by qualified DSA Approved Driving Instructors who also hold a PCV license.
- Under Brighton and Hove City Council (BHCC) policy, drivers of school minibuses must hold a license with a D1 category to drive a minibus. Drivers that have passed the driving test before 1st January 1997 will automatically have D1 entitlement. Drivers who passed their test after the 1st January 1997 are required to take the DSA Minibus PCV Test.
- Minibus and MPV training and assessment must be retaken once every 3 years.
- Drivers must be aged between 23 years and under 65 years (Drivers over 65 must have an annual DVLA PCV Medical Report Form D4 completed and signed by their GP and be assessed driving a minibus by an ESCC and DSA PCV Approved Driving Instructor.
- All minibus drivers must have held a full driving license for at least 3 years without a fault claim or conviction.
- All schools who employ staff to drive a minibus or who wish to charge passengers for carriage on the vehicle must have a Section 19 Permit for each minibus.

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### **Taxis**

If you're transporting young people in Brighton & Hove taxis, all drivers will have had an enhanced DBS check. However, you need to assess whether additional supervision is required. If you feel the children will be well behaved, then an accompanying adult will not be necessary. However, if you do have any concerns about their behaviour, it is a good idea to have another adult present. You also need to make parents aware of the transport plans, and obtain their consent.

### **Private Cars**

If using private cars, parental permission must always be sought. In addition, the following must also be checked:

- the vehicle is roadworthy
- the appropriate license is held
- the driver has valid insurance. If they are either a member of the establishment OR a volunteer, then this must be business cover
- the volunteer adult should not be in a position where they are alone with a young person.

### **A DBS check is carried out**

## **6.4 Insurance**

### **Non-hazardous day trips**

All schools have basic property/injury cover for non-hazardous day trips.

### **Residential visits and adventurous activities**

The head of establishment and EVC should take out an annual school journey policy, covering:

- The journey
- Loss arising from cancellation
- Loss of personal possessions
- Personal accident
- Medical expenses
- Any hazardous/adventurous activities
- Public liability

No additional insurance is needed for day trips.

## **6.5 Mobile phones**

Our Lady of Lourdes School has 2 school mobile phones to be taken on offsite visits to be used by the delegated visit leads. The use of mobile phones by pupils will not be necessary as the delegated visit lead staff will liaise with the school and parent/carers as and when necessary.

### **Curricular activities**

Schools are not required to obtain consent from parents for pupils to participate in off-site activities that take place during school hours and which are a normal part of a

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child's education, such as local studies, visits to a museum or library etc. While parents do not have the option to withdraw their child from the school curriculum, it remains good practice to inform parents that a visit or activity is to take place. Note: swimming is a statutory requirement within the curriculum and therefore parents cannot not give consent. This applies to all curricular physical education whether onsite or off. Where swimming is provided/ offered as a leisure activity (i.e. not in P.E) consent will need to be gained.

### **Hazardous and out of hours activities**

Consent is needed by schools for visits taking place outside school hours and also for activity taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventure activity.

### **6.6 Waivers**

Any waiver for a hazardous activity **MUST** be signed by the child's parent or guardian, **NOT** by a member of school staff (if under 18)

### **6.7 Hazardous activities**

#### **Farm visits**

Please note that all Offsite Farm Visits are classed as hazardous and approval must be sought from the LA via the EVOLVE approval system. This will be reviewed regularly as new guidance become available. Those responsible for organising and leading school visits to farms should read 'Preventing or controlling ill health from animal contact at visitor attractions' (on EVOLVE under Guidance, Policies and Documents). When submitting the form on EVOLVE, select 'Adventurous activity led by provider'.

#### **Forest School**

Note, if the bushcraft/forest school activity involves knife skills, fire skills etc. a qualified instructor should be used. Where an unqualified instructor is used, LA approval for the activity via EVOLVE is required. For information on how to choose a forest school leader, what documentation to expect, questions to ask and an overview of their roles and responsibilities, visit the Forest School Association's (FSA) website. This is the professional body and UK wide voice for Forest School, promoting best practice, quality and cohesion. [www.forestschoollassociation.org](http://www.forestschoollassociation.org)

#### **Swimming**

When using public swimming pools, you should ensure:

- an appropriate gender mix of staff, zoned to ensure wave machine, slides and general swimming are all covered, plus sufficient ratios to enable multiple activities at the same time, if this is planned.
- Ensure the pool has adequate lifeguard provision.
- Trained school first aiders are present.
- Children should not be allowed into the pool area until the teacher in charge is on the poolside.
- Minimum of two staff supervising on poolside, regardless of ratio.

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- If children are using a public mixed sex changing area with cubicles, then a member of either gender staff can supervise. If single, sex, then a member of staff of the appropriate gender should supervise. Ideally, arrangements should be made so changing provision isn't shared with the public.

All children must be assessed for swimming ability. Those who can't swim 100m must remain in the shallow end i.e. not go out of their depth.

#### **Swimming in open water**

For open water, an SLSGB National Beach Lifeguarding qualification is needed, in addition to a \*qualified assistant (\*generally only when young people swimming from one point to another), and a torpedo buoy as the life saving equipment. The following must also be addressed to further ensure the safety of those involved:

- Adequate staff supervision (one with first aid qualification)
- Clear access and exit points
- All pupils always in sight and within easy reaching distance
- Regular head counts
- Quality, clarity and temperature of the water
- Under-water obstructions
- Weather on the day
- Access by ambulance etc.