



Honiton Community College
“Success for all”

Honiton Community College Off-site Activity Organisation Guide 2021

Introduction

Visits and off-site activities support, enrich and extend the curriculum in many subject areas, they develop independence, self-confidence, encourage co-operation, team work and the application of problem solving skills.

Residential opportunities can provide physical challenge and adventure. They can have a particular part to play in the development of personal and social qualities for all young people. Outdoor education helps young people to be physically active and to understand how to assess and manage risk.

It is a priority all visits and off-site activities are safe, well-managed and educationally beneficial. The purpose of this guide is to provide the Activity Leader with guidance on Health and Safety procedures. The Devon County Council Guide on Outdoor Education, Visits and Off-Site Activities, Health and Safety Policy has been used. It is advisable for you to refer to this guide if you are uncertain about any issues concerning your activity.

Activities

There are various types of activity which you may want to consider organising for students. In deciding the activity you must consider the following:

- Are the students physically capable of participating in the activity and is it suitable for all participants?
- Is it appropriate for the age and ability of the students?
- Do students have the necessary clothing and equipment to undertake the activity for a range of weather conditions? It is important that you check that the provider will be offering appropriate additional equipment.
- Have you considered alternatives for poor weather conditions?

All activities will be categorised by Devon County Council as either A, B, or C.

The first step is to identify which of the categories your activity is banded in as this will have implications for the application, planning and organisation procedures.

CAT	EXAMPLES	RATIO	APPROVAL PROCEDURE
A	Day / residential visits not involving adventurous activities. E.g. farm visits, historic visits or commercial interests.	Ratio 1 adult to 15 students.	<ul style="list-style-type: none">• Principal / ELT• EVC (Educational Visits Co-ordinator)
B	All adventurous activities / hazardous indoor and outdoor adventurous activities which take place in the South West with element of risk. E.g. Horse riding, Surfing, Climbing.	Ratios vary – refer to Outdoor Education, Visits and Off-Site Activities Health and Safety Policy.	<ul style="list-style-type: none">• Principal / ELT• EVC• Devon County Outdoor Advisor• Governors dependant on school*
C	All visits abroad and all other hazardous activities which take place outside of the South West region.	1 adult to 10 students with a minimum of 2 adults accompanying the group.	<ul style="list-style-type: none">• Principal / ELT• EVC• Devon County Outdoor Advisor• Governors

*By definition: Category B Activities that have not been undertaken by HCC staff previously

Who is responsible for what?

Responsibilities of the Principal / Leadership team

- Ensure all visits and off-site activities have specific and appropriate educational objectives.
- Approve all visits and activities, based on compliance with the council and school health and safety policy, relevant Devon County Council / Torbay Council guidance and recognised good practice.
- Ensure off-site programmes are led by competent staff who are appropriately experienced to assess the risks, manage the activity and manage the specific group.
- Check that the staffing ratio is suitable for each visit.
- Check that risks have been assessed, significant risks recorded and any appropriate safety measures are in place.

Responsibilities of the Educational Visits Co-ordinator

- In order to carry out the above responsibilities effectively the Principal may delegate specified tasks to a suitably experienced and competent Educational Visits Co-ordinator (EVC).
- The Principal will be considered to be the EVC where tasks are not delegated to a named member of staff.
- The EVC will be responsible for carrying out agreed tasks and attending relevant training provided by the Council.

Name of EVC: Michelle Blackburn

Responsibilities of the party / visit leader

- To adhere to the recommended timeframe for organisation of activities (see page 4).
- To complete ALL documentation especially a Risk Assessment **tailored to the trip/activity.**
- To include a breakdown of the day / programme for the activity.
- Have overall responsibility for the supervision and conduct of the visit or activity.
- Follow policy and procedures of the Council and the school.
- Obtain the trip approval following the guidance enclosed.
- Assess the risks involved and amend as appropriate any previously recorded risk assessment.
- Inform parents fully about the visit and gain their consent, where appropriate.
- Reassess risks while the visit or activity takes place.
- Manage and guide additional staff members on the visit / trip.
- Ensure there is a contingency plan (Plan B) should a significant change to the programme be necessary due to weather etc.

Responsibilities of additional members of staff taking part in visits and off-site activities

- Assist the party leader to ensure the health, safety and welfare of young people on the visit.
- Be clear about their roles and responsibilities whilst taking part in a visit or activity.

Responsibilities of students

- Avoid unnecessary risks, behave sensibly, keeping to any agreed code of conduct.
- Follow instructions of the party leader and other members of staff.
- Inform a member of staff of significant hazards.

Responsibilities of parents

- Support the application of any agreed code of conduct.
- Inform the party leader about any medical, psychological or physical condition relevant to the visit.
- Sign the consent form, providing emergency contact details.

Stage 1) Approval of off-site activities – Check list:

- Identify activity and justification, verify with Line Manager
- Identify date - Check College Calendar with Learning and Teaching Personal Assistant and hold the date(s) provisionally
- Seek initial ELT and financial approval: Complete and submit the proposal form and cost form to ELT at least six weeks before the planned activity is to take place. In the case of Category B and C activities then this should be twelve weeks (forms available on College shared drives).
- Once approved in principle, collate and send all the relevant information on the 'HCC EVENT OR TRIP REQUEST FORM' (available in College Admin – College Templates – Email Templates) for final authorisation.
- Read relevant sections of 'Outdoor Education, Visits and Off-site Activities Health and Safety Policy' (copy available on College Website).

Category A visits:	Category B and C visits:
<p>You will need a password and username to access the EVOLVE system.</p> <p>Enter visit on EVOLVE and submit to EVC ensuring you include:</p> <ul style="list-style-type: none"> • SOP (Standard Operating Procedure) • An Itinerary • Any other relevant information e.g. adequate provision is made for students despite learning/physical difficulties <p>ELT / EVC authorizes trip on EVOLVE, they will make recommendations if required</p>	<p>You will need a password and username to access the EVOLVE system.</p> <p>Enter visit on EVOLVE and submit to EVC ensuring you include:</p> <ul style="list-style-type: none"> • SOP (Standard Operating Procedure) • An Itinerary • Any other relevant information e.g. adequate provision is made for students despite learning/physical difficulties <p>ELT / EVC authorises trip on EVOLVE, they will make recommendations if required <input type="checkbox"/></p> <p>Seek Governors approval necessary for B & C trips, they will make recommendations if required</p> <p>The Evolve visit form for B & C trips will automatically be sent to the Adviser for Outdoor Education for endorsement, they will make recommendations if required</p>

Stage 2) Organisation / Preparation before the trip / activity – Check list:

Staffing Ratios

- Check County Guidelines for Staff/Student ratios required.
- Check individual Health Care Plans with Learning Support and adapt Risk Assessment accordingly.
- Liaise with Learning Support for advice on students with an Educational Health Care Plan.

Cover/Implications for catering

- Complete the HCC EVENT OR TRIP REQUEST FORM which includes requests for cover.
- Complete Off-Site Activity Cost Form for the Finance Office to inform them of the details of the trip and ensure that ParentPay is set up to receive payments for your trip and ensure orders are placed for transport, entrance fees, hotel bookings etc.
- Catering Manager informed of numbers attending to adjust catering during the college day and/or provide packed lunches for FSM (Free School Meals) students.

Letter to parents / Parent pay

- Trip leader should draft a letter and hand to an administration assistant for typing and/or uploading to SIMS InTouch along with numbers required.
- Letter sent to parent via students or via SIMS InTouch informing of trip including a return slip.
- Extra-curricular trips (happening outside of curriculum time) require that a set fee is agreed when the parent gives consent, consequently the full amount will be sought from the parents. Students should not be taken unless full payment has been received by the day and time of departure. There may be financial support available for those eligible. Parents who would qualify for support are those who are in receipt of eligible benefits, such as:
 - Income Support
 - Income-based Jobseekers Allowance
 - Support under Part 6 of the Immigration and Asylum Act 1999
 - Child Tax Credit (providing that they are not entitled to Working Tax Credit and have an annual income, assessed by Her Majesty's Revenue and Customs, that does not exceed £16,190, for the year (2013-2014).
 - The guaranteed element of State Pension Credit.

If eligible for remission for extra-curricular trips, parents should make an application in writing to the Director of Finance and Resources.

Student support / informing staff

- Check students' dietary and medical requirements.
- Order college mobile and free school meals.
- Produce a list of students for Attendance Officer and staff room. Email teachers directly if their lessons are affected, giving at least 2 weeks' notice.

Programme / Informing students and parents about the trip

- Produce a programme for students and parents – list of items to include below:
- Brief the students on the activity via meetings, if your trip is a **residential** you are required to **host a parent's information evening** providing full trip details – list of items to include below.

- Departure / meeting points / return dates, time and venues.
- What to bring – clothing, equipment, money and food.
- External provider what equipment they will supply.
- Safety risks / significant hazards.
- Groupings / rooming.
- Agreed codes of conduct and behavior.
- Alternative programme in the event of poor weather.
- Does the programme reflect a responsible attitude towards the environment?

Transport

- If driving a minibus during the activity, then the driver must have passed the appropriate test and hold the appropriate licences as per the College Mini Bus Policy.
- Are there suitable and sufficient qualified and DBS (Disclosure and Barring Services) checked drivers for any planned journey?

Briefing of Staff

- Brief members of staff assisting with the activity on the programme, behaviour expected and emergency procedures.
- Exchange mobile telephone numbers.

Emergency procedures

- Suitable and sufficient arrangements need to be made for **first aid**.
- Identify a minimum of two named emergency contact at college / home these should be senior members of staff available out-of hours. They should be given all trip details, a contact list of the group members including staff and a programme of the group's activities.
- A list of students with any medical conditions.

Appendix 1

GUIDANCE - USING GENERIC STANDARD OPERATING PROCEDURES

The following Standard Operating Procedures (SOP) are designed to make the risk assessment process more straightforward for visits which are 'routine and regular'. The generic document below has been pre-populated with typical hazards and their associated control measures which would apply in routine visits and off-site activities undertaken in the primary phase.

The Educational Visit Coordinator should review these generic controls against the specific needs and circumstances of the schools 'routine and regular' visits and activities and amend/edit them accordingly. Specifically:

- ✦ delete anything that does not apply,
- ✦ add anything local that you have in place but is not listed,
- ✦ amend each bullet point so that it describes exactly your situation.

The final SOP document represents the control measures which should be applied by staff in work practices for all 'routine and regular' visits and should be included as an Appendix to the school's Outdoor Education, Visits and Off-Site Activities Policy document. Staff should be briefed in the content and purpose of these SOP.

Copies of the SOP should be made available to Visit Leaders to review and possibly amend ahead of any planned visit/activity. In assessing the risks of any upcoming 'routine and regular' visit/activity, the Visit Leader needs to judge if the SOP adequately control the risks. For example, this could be individual medical issues relating to a student or a concern about the behaviour of a specific class. If the SOP are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOP. On the other hand, if the SOP are deemed inadequate, then the right hand 'enhanced risk assessment' column must be completed with any additional control measures required.

NB: There are three SOP pro-formas: Day, UK Residential and Overseas Visits-please use the most appropriate.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.

Standard Operating Procedures SOP

All Assessments **must** be personalised by the visit leader.

The **SOP** process forms the backbone of planning any educational visit. Risk assessment is a legal requirement.

The risk assessment of off-site visits and activities is simply:

- careful examination and identification of what could go wrong or cause harm during the visit.
- a judgement to see whether the planned precautions reduce the risk of significant harm to an acceptable level.
- determining what else may need to be done if the risk has to be reduced further.

Enhanced Risk Assessment

In assessing the risks presented by a visit or activity, the Visit Leader (not the EVC) must judge if the **SOP** are adequate for controlling the risks. As stated above, in most instances repeated visits will have similar risks with similar or identical control measures. *But this is not always the case*; for example, a particular pupil may present an additional risk due to behaviour or there may be a pupil with specific medical needs.

Therefore, if the **SOP** are judged inadequate for whatever reason then the additional risks and control measures required should be identified by an 'enhanced risk assessment'. This enhanced risk assessment process can be recorded by amending the **SOP** document for each visit/activity. The Visit Leader should list the additional control measures needed in the final enhanced risk assessment column of the **SOP** document. In this case, the combination of the main body of the SOP and the enhanced risk assessment element together will form the risk assessment record for the visit.

Activity specific risk assessment

- An event specific risk assessment should be completed by the party leader and is unique to each visit.
- It takes into account the site, individuals within the group and activity specific needs such as the environment, accommodation, travel and transport and the leaders' expertise.
- The event specific risk assessment **may be an annotated or amended generic risk assessment**. It could be that a whole new risk assessment is needed, if the visit is unique or very unusual.
- A pre visit to ensure familiarisation of the venue is recommended, inform the trip leader in their creation of the risk assessment. Please consult EVC if you are unsure as to whether this is necessary.

Submit your **SOP** when you enter your trip onto EVOLVE. These can be adapted from DCC generic and event specific risks assessments. **Sample risk assessments are included in this guidance.**

If the activity is organised by an external establishment then that centre will need to complete an **SOE5** form to satisfy Health and Safety and Devon County Council requirement. When entering your trip onto EVOLVE many establishments have been authorised / risk assessed by DCC. Check if the SOE5 is required.

Stage 3) During the trip / activity

Take with you:

- List of Students' medical conditions
- First Aid kit
- Registers / Lists of students
- College mobile
- Emergency contacts
- Bin liners/ Sick bags /bucket

Regular roll call as appropriate

- Student lists should be carried by all staff to enable regular roll call.

Ongoing or dynamic risk assessment

- Regular professional judgements by all those involved in the visit in response to changing circumstances during the visit. It is not expected that leaders write down this ongoing risk assessment.
- Form **SOE5** helps you to confirm standards are appropriate by external providers.

First Aid

- A member of staff will be nominated as the 'competent first aider'. Competent means someone who could deal with the basic first aid and is competent to make the call if further support is required (e.g. emergency services). If only one member of staff is involved it will be them by default.

Remote Supervision

- When the students work on their own without direct adult supervision the activity leader remains responsible for the group.
- One member of staff should stay at a specified location for students to contact them if there is a problem.
- A mobile phone number should be given to pupils to contact if there is a problem.
- Students should not be on their own but working in small groups.

Action in the case of emergency

- Assess the nature and extent of the emergency.
- Make sure all other group members are safe from danger and are looked after.
- Render first aid and attend to any casualties.
- Call the emergency services as required. As a minimum you will need to know: Precise location, Description of the accident, Time of the accident, Number of casualties, Nature of injuries, Total number in the party, your telephone number.
- An adult from the party should accompany any casualties to hospital.
- Supervise and support the remainder of the group and arrange for their return to base.
- Arrange for one adult to remain at the incident site to assist or liaise with the emergency services.
- Contact off-site base to communicate with other staff in the party (outdoor centre, hotel, youth hostel etc.)
- Contact Principal / emergency contact point, or designated senior member of staff with the parent contact information.

USING GENERIC STANDARD OPERATING PROCEDURES

The following Standard Operating Procedures (SOP) are designed to make the risk assessment process more straightforward for visits which are 'routine and regular'. The generic document below has been pre-populated with typical hazards and their associated control measures which would apply in routine visits and off-site activities undertaken.

The Head and Educational Visits Coordinator should review these generic controls (third column) against the specific needs of the schools 'routine and regular' visits and activities and amend them accordingly. Specifically:

- delete anything that does not apply
- add anything local that you have in place but is not listed
- amend each bullet point so that it describes exactly your situation

The final SOP document represents the control measures which should be applied by staff in for all 'routine and regular' visits.

The SOP forms part of the School Outdoor Education, Visits and Off-Site Activities Policy document.

Staff should be briefed in the content and purpose of these SOP.

Copies of the SOP should be uploaded to 'Establishment Documents' in the resources section of Evolve.

The Visit leader should take the most appropriate SOP and name it and date it for the visit/s and then judge if the SOP adequately controls the risks.

The Visit leader should then add any additional comments in the fourth column specific to the visit.

For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class.

If the SOP are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOP.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.

Note: LoTC (Learning Outside the Classroom)



Honiton Community College

DAY VISITS WALKING FROM SCHOOL / ESTABLISHMENT

Name of assessor / Visit Leader		Signature	Date or risk assessment:
Proposed Activity / Visit			Date/s of visit/activity:
<p>Risk assessment declaration: (delete as appropriate) the below Standard Operating Procedures are <u>sufficient / insufficient</u> to control the risks presented by the above activity/visit.</p>			
Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and expected visits when they are relevant.</i>	Enhanced Risk Assessment <i>The Visit Leader should consider if the SOP are adequate for the proposed visit/activity. Where they are not, the additional control measures should be listed below.</i>
Management Arrangements			
		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column
Management arrangements for all visits	Pupils	<ul style="list-style-type: none"> All activities will be undertaken in accordance with general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2018</i>. Planning Checklist used to check that all reasonable 	Specify the minimum staff/pupils ratios;

<p>Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers</p>		<p>steps have been taken to manage the risks.</p> <ul style="list-style-type: none"> • Visit Leader identified who will assess if these Standard Operating Procedures are adequate for the activity/visit. • Visit Leader will be competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this will be detailed in the activity specific enhanced risk assessment • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals • Where visits require a higher level of supervision, this will be detailed in the activity specific enhanced risk assessment. Where visits involve any degree of 'remote supervision', this will be detailed in the activity specific enhanced risk assessment • Group control measures used to supervise pupils will be recorded in right hand column..... • Appropriate parental consent is obtained • Arrangements overseen by Educational Visits Coordinator, Glenn Smith who attended training • All visit approved by the Principal • Arrangements for Category B and C Visits endorsed by Babcock LDP 	<p>Specify what information/instructions are provided to pupils (emergency actions cards etc.)</p> <p>Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)</p>
<p>Emergency arrangements</p>	<p>Pupils and staff</p>	<ul style="list-style-type: none"> • At least one member of staff will be a competent First Aider • Sufficient staffing to allow for dealing with emergencies 	<p>Specify pupils with additional medical needs and summarise action to be taken</p>

<p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>		<ul style="list-style-type: none"> • Consent process includes specific medical/medicinal information. Any specific medical needs will be considered in an activity specific enhanced risk assessment • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated ELT. Visit timetable, location and staff/pupil list known to this emergency contact • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group. 	<p>(full Education Health Care Plans can be referred to and do not to be included in full here)</p>
<p>Using external providers</p> <p>incompetent external providers / failure to coordinate supervision with external provider</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the activity specific enhanced risk assessment • Where an external provider controls or determines activities, including accommodation, the SOE5 self-declaration questionnaire will be used to vet this provider unless this provider has the <i>LoTC</i> accreditation 	

		<ul style="list-style-type: none"> • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, will be briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware 	
<p>Weather</p> <p>Cold, wet, sun exposure.</p>	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared for with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered in an activity specific enhanced risk assessment. • Dynamic risk assessment to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering worn. Suitable breaks out of the sun ensured in the timetable for the day. 	
Travel on foot	Staff supervising at front and rear /	<ul style="list-style-type: none"> ▪ Pupils briefed on which side of the road to walk on. 	

<p>Vehicle pedestrian conflict / pupils separated and lost in crowds</p>	<p>pupils – especially young pupils / staff leading on road walking routes</p>	<ul style="list-style-type: none"> ▪ Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians ▪ Staff briefed on roles and responsibilities for walking route. ▪ Means of communication between staff arranged. ▪ Emergency plan is in place for eventuality of separation of child from group ▪ Coach/minibus disembarkation point chosen to avoid busy traffic routes ▪ Route planned and walked ahead avoid fast roads, blind spots and other hazards. Pavements used wherever possible ▪ Designated crossing points used wherever possible ▪ When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. ▪ Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group ▪ Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly ▪ Means of identification used to identify members of group quickly in crowded environment ▪ Regular headcounts taken ▪ When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn. 	
<p>Name of Principal: Mr Glenn Smith</p>		<p>Sign:</p>	<p>Date:</p>
<p>Name of Designated Safeguarding Lead: Mr Rob Robson</p>		<p>Sign:</p>	<p>Date:</p>



Honiton Community College

UK RESIDENTIAL VISITS

Name of assessor / Visit Leader		Signature	Date or risk assessment:
Proposed Activity / Visit			Date/s of visit/activity:
<p>Risk assessment declaration: (delete as appropriate) the below Standard Operating Procedures are <u>sufficient / insufficient</u> to control the risks presented by the above activity/visit.</p>			
Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and expected visits when they are relevant.</i>	Enhanced Risk Assessment <i>The Visit Leader should consider if the SOP are adequate for the proposed visit/activity. Where they are not, the additional control measures should be listed below.</i>
Management Arrangements			
		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column
Management arrangements for all visits	Pupils	<ul style="list-style-type: none"> All activities will be undertaken in accordance with general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2018</i>. Planning Checklist used to check that all reasonable 	Specify the minimum staff/pupils ratios;

<p>Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers</p>		<p>steps have been taken to manage the risks.</p> <ul style="list-style-type: none"> • Visit Leader identified who will assess if these Standard Operating Procedures are adequate for the activity/visit. • Visit Leader will be competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this will be detailed in the activity specific enhanced risk assessment • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals • Where visits require a higher level of supervision, this will be detailed in the activity specific enhanced risk assessment. Where visits involve any degree of 'remote supervision', this will be detailed in the activity specific enhanced risk assessment • Group control measures used to supervise pupils will be Recorded in right hand column..... • Appropriate parental consent is obtained • Arrangements overseen by Educational Visits Coordinator, Mr Glenn Smith who attended training. • All visit approved by the • Arrangements for Category B and C Visits endorsed by Babcock LDP 	<p>Specify what information/instructions are provided to pupils (emergency actions cards etc.)</p> <p>Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)</p>
<p>Emergency arrangements</p>	<p>Pupils and staff</p>	<ul style="list-style-type: none"> • At least one member of staff will be a competent First Aider • Sufficient staffing to allow for dealing with emergencies 	<p>Specify pupils with additional medical needs and summarise action to be taken</p>

<p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>		<ul style="list-style-type: none"> • Consent process includes specific medical/medicinal information. Any specific medical needs will be considered in an activity specific enhanced risk assessment • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated ELT. Visit timetable, location and staff/pupil list known to this emergency contact • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group. 	<p>(full Education Health Care Plans can be referred to and do not to be included in full here)</p>
<p>Using external providers</p> <p>incompetent external providers / failure to coordinate supervision with external provider</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the activity specific enhanced risk assessment • Where an external provider controls or determines activities, including accommodation, the SOE5 self-declaration questionnaire will be used to vet this provider unless this provider has the <i>LoTC</i> accreditation 	

		<ul style="list-style-type: none"> • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, will be briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware 	
<p>Weather</p> <p>Cold, wet, sun exposure.</p>	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared for with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered in an activity specific enhanced risk assessment. • Dynamic risk assessment to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering worn. Suitable breaks out of the sun ensured in the timetable for the day. 	

Travel Arrangements

<p>Travel by coach</p> <p>Road traffic collisions / injuries sustained by failure to wear seatbelt / pupils left behind</p>	<p>Staff and pupils</p>	<ul style="list-style-type: none"> ▪ Staff briefed on roles and responsibilities during journey and any stops made. ▪ Pupils briefed in expectations ▪ Head counts when getting on and off coach plus before departure from any stop or location. One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. ▪ Suitable embarkation points are used such as coach park or area with wide pavement. ▪ Visit Leader will determine staff seating arrangement to best manage supervision. Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. ▪ Departure and return times made known to pupils, staff and parents ▪ Visit Leader to liaise with driver to plan rest stops/breaks. ▪ Arrangements for travel sickness in place ▪ Contingency plans in place in the event of lateness or incident ▪ Communications with transport provider available in case visit needs to be curtailed early. ▪ Mobile phone communication available ▪ Coach is hired from reputable company ▪ Coaches have seat belts - pupils instructed to wear seatbelts and staff checks to make sure that they do so. 	<p>Specify 'N/A' if coach not being used</p>
<p>Travel by car / use of private vehicles</p> <p>Road traffic collisions / injuries sustained by failure to wear seatbelt</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> ▪ Driver ensures that pupils wear seatbelts. ▪ Pupils briefed about behavioural expectations and not distracting the driver ▪ Departure and return times made known to pupils, staff and parents ▪ Route planned and agreed with all parties. Expected travel times known to all parties. Drivers will not diverge 	<p>Specify 'N/A' if cars not being used</p>

/ safeguarding concerns		<p>without good reason and without communicating change</p> <ul style="list-style-type: none"> ▪ Contingency plans in place in the event of lateness or incident including allowing extra time for delays ▪ Where multiple vehicles used, a lead vehicle will be identified and vehicles will not overtake. ▪ Each car to carry: emergency contact details, charged mobile phone, sick bag. First Aid kit to be available in any convoy. ▪ Driver confirms that they are insured for work related journeys via self-declaration ▪ Self-declaration obtained that vehicle is taxed and MOT is valid. ▪ Standard letter and self-declaration sent out and returned for volunteer drivers ▪ Volunteer drivers considered for the suitability by Visit Leader and Principal ▪ Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. ▪ DBS checks undertaken for those who drive pupils ▪ DBS checks must be undertaken for those who regularly transport children. DCC/Torbay recommends that DBS checks undertaken for all drivers] 	
<p>Travel by minibus</p> <p>Road traffic collisions / lack of driver competence / injuries sustained by failure to wear seatbelt / driver fatigue</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> ▪ Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training ▪ Minibus is maintained in accordance with manufacturer's requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel. ▪ First Aid kit and fire extinguisher carried. 	<p>Specify 'N/A' if minibus not being used.</p> <p>Specify minibus drivers' licence category;</p>

		<ul style="list-style-type: none"> ▪ Pupils instructed to wear seatbelts and staff checks to make sure that they do so. ▪ Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. ▪ Towing only undertaken when side emergency exit is available and D1 exemption not being used. ▪ Head counts when getting on and off minibus plus before departure from any stop or location. ▪ Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement Staff/pupil supervision ratio will disregard driver unless activity specific enhanced risk assessment undertaken ▪ Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours without 45 minute break or 3 x 15 minute break. Maximum of 9 hours in one day) ▪ Arrangements for travel sickness in place. ▪ Luggage stored without obstructing aisles. ▪ All exits unlocked when carrying passengers. Passenger movements around minibus limited. 	
<p>Service stations and other breaks in journey</p> <p>Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park</p>	<p>Pupils – especially young pupils</p>	<ul style="list-style-type: none"> ▪ Brief pupils re purpose and timings of stop ▪ Staff briefed on roles and responsibilities during stop ▪ Clear expectations for behaviour established ▪ Brief pupils how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure ▪ Brief pupils to remain in pairs or small groups ▪ Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area. ▪ Careful headcount before departure. 	

<p>Road transport - breakdown or road traffic collision</p> <p>Secondary collision from passing vehicles / vehicle/pedestrian contact</p>	<p>Staff and pupils</p>	<p><i>Coach:</i></p> <ul style="list-style-type: none"> ▪ Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. ▪ Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. <p><i>Minibus:</i></p> <ul style="list-style-type: none"> ▪ Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. ▪ Visit Leader to take instruction from emergency services upon their arrival <p><i>Car:</i></p> <ul style="list-style-type: none"> ▪ Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. ▪ Driver to take instruction from emergency services upon their arrival. ▪ If travelling in convoy, the Visit Leader to be notified at earliest opportunity. ▪ Contact the emergency contact at the school base with details of what has happened and what your plan. Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable. ▪ Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek 	
---	-------------------------	--	--

		<p>the advice of emergency services present and if desirable take pupils to hospital for check up.</p> <ul style="list-style-type: none"> ▪ Ensure that a competent member of staff accompanies any injured pupils to hospital ▪ Ascertain extent of injuries and of release times for the uninjured/lightly injured. ▪ Ensure regular updates fed back to school and hence parents/guardians. 	
<p>Travel on foot</p> <p>Vehicle pedestrian conflict / pupils separated and lost in crowds</p>	<p>Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes</p>	<ul style="list-style-type: none"> ▪ Pupils briefed on which side of the road to walk on. ▪ Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians ▪ Staff briefed on roles and responsibilities for walking route. ▪ Means of communication between staff arranged. ▪ Emergency plan is in place for eventuality of separation of child from group ▪ Coach/minibus disembarkation point chosen to avoid busy traffic routes ▪ Route planned and walked ahead avoid fast roads, blind spots and other hazards. Pavements used wherever possible ▪ Designated crossing points used wherever possible ▪ When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. ▪ Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group ▪ Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly ▪ Means of identification used to identify members of group quickly in crowded environment ▪ Regular headcounts taken 	

		<ul style="list-style-type: none"> ▪ When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn. 	
<p>Use of public transport, including trains and underground</p> <p>Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments</p>	<p>Pupils – especially young pupils</p>	<ul style="list-style-type: none"> ▪ Route planned to identify potential for problems and to account for delays ▪ Timetables considered ahead of time to ensure particular trains/connections will not be missed. Contingency plan for alternatives if train /connections missed. ▪ Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other public transport users and to be aware of dangers ▪ Staff briefed on roles and responsibilities for travel route. ▪ Means of communication between staff in place. ▪ Party to move through crowded areas with adult in lead and adult at back of the group. ▪ Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. ▪ Brief pupils to remain in groups of at least 3. ▪ Means of identification used to identify members of group quickly in crowded environment i.e. high vis vests, coloured caps etc. ▪ Regular headcounts taken ▪ Large groups divided into small groups with adequate staffing for ease of management ▪ Emergency plan is in place for eventuality of separation of child from group. <p>Continued.....</p>	<p>Specify 'N/A' if public transport not used.</p> <p>Specify the procedures if the group is accidentally separated.</p>

Accommodation Arrangements

<p>Hazards arising from accommodation failing to meet statutory minimum standards</p> <p>Fire / building regulations / safer recruitment practices / welfare and security failings</p>	<p>All participants and staff.</p>	<ul style="list-style-type: none"> ▪ Accommodation provider to complete form “SOE5” or holds LOTC Quality Badge to provide assurance that accommodation meets required standards ▪ Accommodation has tourist board rating or external validation of standards ▪ Pre-visit check carried out to confirm standards are satisfactory where possible. ▪ Upon arrival, and ongoing throughout visit, visual inspection of windows, balconies, stairways, electrical fittings, hazards in grounds or in immediate surroundings, washing and toilet facilities, heating and catering facilities ▪ Pupils briefed to report any faulty items found in rooms to staff ▪ Shortcomings in provision will be discussed with accommodation manager ▪ SOE3 parental consent information checked to ensure dietary requirements met. 	<p>Specify what action has been taken to ensure suitability of accommodation</p>
<p>Supervision and privacy</p> <p>Safeguarding concerns / incidents arising from lack of supervision</p> <p>Sexual assault / vexatious accusations of sexual assault / sexual grooming / violence/incident</p>	<p>All participants and staff</p>	<ul style="list-style-type: none"> ▪ Separate male and female sleeping accommodation and washing facilities are provided. ▪ Separate staff accommodation is suitably located to ensure adequate supervision but also ability for pupils to raise concerns if needed ▪ Mixed parties are accompanied by at least one adult of each sex ▪ A bedroom plan detailing who is allocated to which room will be completed by the first day of the visit <i>at the latest</i> and shared with all staff at the earliest opportunity ▪ Staff have access to pupil sleeping areas at all times 	

arising from failure to supervise		<ul style="list-style-type: none"> ▪ Dormitories are for the exclusive use of the group concerned. 	
<p>Fire in the building</p> <p>Fire / explosion / inability to escape from fire due to blocked means of escape / inability to escape from fire due to unfamiliarity with building</p>	All participants and staff.	<ul style="list-style-type: none"> ▪ Identify requirements at time of booking and check during pre visit and on arrival ▪ On arrival Visit Leader to check physical fire safety arrangements: <ul style="list-style-type: none"> ○ walk escape routes to check that fire exits clearly marked and escape doors open easily ○ fire alarm sounders on each floor and in public areas ○ fire extinguishers available on each floor and in public areas ○ emergency lighting provided and working ○ Staircases and corridors protected by fire doors in good condition. ▪ Briefing to all pupils about fire evacuation on arrival arrangements and expected standards of behaviour. Briefing to include a walk through fire practice which indicates location of assembly point and lay-out of escape routes ▪ A group list is held by Visit Leader to ensure registration of whole party after an evacuation of the building. Arrangements shared with other staff. ▪ Decide whether or not pupils' doors should be locked from the inside ▪ Fire exits should be openable from the inside whilst remaining secure from the outside ▪ Shortcomings in provision will be discussed with accommodation manager 	Specify whether pupils' bedrooms to be locked from the inside and if so how staff can access.
Attack or disturbance by intruder	All participants and staff	<ul style="list-style-type: none"> ▪ On arrival Visit Leader to check physical security arrangements to ensure that reasonable steps taken to prevent unauthorised persons entering the accommodation 	Specify whether accommodation staff are on duty overnight, if not how are they accessible.

Sexual assault / abduction / violence / property theft		<ul style="list-style-type: none"> ▪ The accommodation is secure at night ▪ Accommodation staff are on duty or accessible overnight. ▪ Ensure that all windows and doors are secured from external entry without compromising means of fire escape ▪ If windows lead onto balconies, only staff or reliable pupils occupy these rooms ▪ If other guests share the accommodation, sole occupancy of the floor will be sought where possible, and have designated staff rooms adjacent to pupils. ▪ Roles and responsibilities for staff identified. ▪ Pupils briefed to inform staff in the event of an emergency and where they can be found. ▪ Staff to check pupils at “lights out”. 	
--	--	--	--

Name of Principal: Mr Glenn Smith	Sign:	Date:
Name of Designated Safeguarding Lead: Mr Rob Robson	Sign:	Date:



Honiton Community College

OVERSEAS VISITS

Name of assessor / Visit Leader		Signature	Date or risk assessment:
Proposed Activity / Visit			Date/s of visit/activity:
<p>Risk assessment declaration: (delete as appropriate) the below Standard Operating Procedures are <u>sufficient / insufficient</u> to control the risks presented by the above activity/visit.</p>			
Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and expected visits when they are relevant.</i>	Enhanced Risk Assessment <i>The Visit Leader should consider if the SOP are adequate for the proposed visit/activity. Where they are not, the additional control measures should be listed below.</i>
Management Arrangements			
		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column
Management arrangements for all visits	Pupils	<ul style="list-style-type: none"> All activities will be undertaken in accordance with general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2018</i>. Planning Checklist used to check that all reasonable 	Specify the minimum staff/pupils' ratios;

<p>Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers</p>		<p>steps have been taken to manage the risks.</p> <ul style="list-style-type: none"> • Visit Leader identified who will assess if these Standard Operating Procedures are adequate for the activity/visit. • Visit Leader will be competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this will be detailed in the activity specific enhanced risk assessment • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals • Where visits require a higher level of supervision, this will be detailed in the activity specific enhanced risk assessment. Where visits involve any degree of 'remote supervision', this will be detailed in the activity specific enhanced risk assessment • Group control measures used to supervise pupils will be Recorded in right hand column..... • Appropriate parental consent is obtained • Arrangements overseen by Educational Visits Coordinator Mr Glenn Smith who attended training. • All visit approved by the Principal • Arrangements for Category B and C Visits endorsed by Babcock LDP 	<p>Specify what information/instructions are provided to pupils (emergency actions cards etc.)</p> <p>Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)</p>
<p>Emergency arrangements</p>	<p>Pupils and staff</p>	<ul style="list-style-type: none"> • At least one member of staff will be a competent First Aider • Sufficient staffing to allow for dealing with emergencies 	<p>Specify pupils with additional medical needs and summarise action to be taken</p>

<p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>		<ul style="list-style-type: none"> • Consent process includes specific medical/medicinal information. Any specific medical needs will be considered in an activity specific enhanced risk assessment • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated ELT. Visit timetable, location and staff/pupil list known to this emergency contact • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group. 	<p>(full Education Health Care Plans can be referred to and do not to be included in full here)</p>
<p>Using external providers</p> <p>incompetent external providers / failure to coordinate supervision with external provider</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the activity specific enhanced risk assessment • Where an external provider controls or determines activities, including accommodation, the SOE5 self-declaration questionnaire will be used to vet this provider unless this provider has the <i>LoTC</i> accreditation 	

		<ul style="list-style-type: none"> • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, will be briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware 	
<p>Weather</p> <p>Cold, wet, sun exposure.</p>	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared for with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered in an activity specific enhanced risk assessment. • Dynamic risk assessment to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering worn. Suitable breaks out of the sun ensured in the timetable for the day. • 	

Travel Arrangements

<p>Travel by coach</p> <p>Road traffic collisions / injuries sustained by failure to wear seatbelt / pupils left behind</p>	<p>Staff and pupils</p>	<ul style="list-style-type: none"> ▪ Staff briefed on roles and responsibilities during journey and any stops made. ▪ Pupils briefed in expectations ▪ Head counts when getting on and off coach plus before departure from any stop or location. One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. ▪ Suitable embarkation points are used such as coach park or area with wide pavement. ▪ Visit Leader will determine staff seating arrangement to best manage supervision. Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. ▪ Departure and return times made known to pupils, staff and parents ▪ Visit Leader to liaise with driver to plan rest stops/breaks. ▪ Arrangements for travel sickness in place ▪ Contingency plans in place in the event of lateness or incident ▪ Communications with transport provider available in case visit needs to be curtailed early. ▪ Mobile phone communication available ▪ Coach is hired from reputable company ▪ Coaches have seat belts - pupils instructed to wear seatbelts and staff checks to make sure that they do so. 	<p>Specify 'N/A' if coach not being used</p>
<p>Travel by car / use of private vehicles</p> <p>Road traffic collisions / injuries sustained by</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> ▪ Driver ensures that pupils wear seatbelts. ▪ Pupils briefed about behavioural expectations and not distracting the driver ▪ Departure and return times made known to pupils, staff and parents 	<p>Specify 'N/A' if cars not being used</p>

<p>failure to wear seatbelt / safeguarding concerns</p>		<ul style="list-style-type: none"> ▪ Route planned and agreed with all parties. Expected travel times known to all parties. Drivers will not diverge without good reason and without communicating change ▪ Contingency plans in place in the event of lateness or incident including allowing extra time for delays ▪ Where multiple vehicles used, a lead vehicle will be identified and vehicles will not overtake. ▪ Each car to carry: emergency contact details, charged mobile phone, sick bag. First Aid kit to be available in any convoy. ▪ Driver confirms that they are insured for work related journeys via self-declaration ▪ Self-declaration obtained that vehicle is taxed and MOT is valid. ▪ Standard letter and self-declaration sent out and returned for volunteer drivers ▪ Volunteer drivers considered for the suitability by Visit Leader and Principal ▪ Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. ▪ DBS checks undertaken for those who drive pupils ▪ DBS checks must be undertaken for those who regularly transport children. DCC/Torbay recommends that DBS checks undertaken for all drivers] 	
<p>Travel by minibus Road traffic collisions / lack of driver competence / injuries</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> ▪ Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training ▪ Minibus is maintained in accordance with 	<p>Specify 'N/A' if minibus not being used. Specify minibus drivers' licence category;</p>

<p>sustained by failure to wear seatbelt / driver fatigue</p>		<p>manufacturer's requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel.</p> <ul style="list-style-type: none"> ▪ First Aid kit and fire extinguisher carried. ▪ Pupils instructed to wear seatbelts and staff checks to make sure that they do so. ▪ Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. ▪ Towing only undertaken when side emergency exit is available and D1 exemption not being used. ▪ Head counts when getting on and off minibus plus before departure from any stop or location. ▪ Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement Staff/pupil supervision ratio will disregard driver unless activity specific enhanced risk assessment undertaken ▪ Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours without 45 minute break or 3 x 15 minute break. Maximum of 9 hours in one day) ▪ Arrangements for travel sickness in place. ▪ Luggage stored without obstructing aisles. ▪ All exits unlocked when carrying passengers. Passenger movements around minibus limited. <p><i>Additional controls for driving minibus abroad:</i></p> <ul style="list-style-type: none"> ▪ Minibus driver(s) are competent to drive abroad in that they have full PCV licence entitlement ▪ Minibus has calibrated tachograph ▪ The following documentation is available in the 	
---	--	--	--

		<p>vehicle: comprehensive insurance certificate; waybill; a Model Control Document; Own Account Certificate; evidence of 5 star breakdown cover; driver/s licences; V5; tachograph calibration certificate.</p> <ul style="list-style-type: none"> ▪ The following safety measures are physically available: fire extinguisher; first aid kit; warning triangle; spare set of bulbs; high visibility jacket for the driver. 	
<p>Service stations and other breaks in journey</p> <p>Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park</p>	<p>Pupils – especially young pupils</p>	<ul style="list-style-type: none"> ▪ Brief pupils re purpose and timings of stop ▪ Staff briefed on roles and responsibilities during stop ▪ Clear expectations for behaviour established ▪ Brief pupils how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure ▪ Brief pupils to remain in pairs or small groups ▪ Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area. ▪ Careful headcount before departure. 	
<p>Road transport - breakdown or road traffic collision</p> <p>Secondary collision from passing vehicles / vehicle/pedestrian contact</p>	<p>Staff and pupils</p>	<p><i>Coach:</i></p> <ul style="list-style-type: none"> ▪ Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. ▪ Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. <p><i>Minibus:</i></p>	

		<ul style="list-style-type: none"> ▪ Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. ▪ Visit Leader to take instruction from emergency services upon their arrival <p><i>Car:</i></p> <ul style="list-style-type: none"> ▪ Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. ▪ Driver to take instruction from emergency services upon their arrival. ▪ If travelling in convoy, the Visit Leader to be notified at earliest opportunity. ▪ Contact the emergency contact at the school base with details of what has happened and what your plan. Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable. ▪ Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check up. ▪ Ensure that a competent member of staff accompanies any injured pupils to hospital ▪ Ascertain extent of injuries and of release times for the uninjured/lightly injured. ▪ Ensure regular updates fed back to school and hence parents/guardians. 	
Travel by ferry	Staff and pupils		Specify 'N/A' if Ferry not being used.

<p>Injury through poor behaviour / swept overboard / pupils being separated or left behind / vehicle/pedestrian conflict on vehicle deck</p>		<ul style="list-style-type: none"> ▪ Staff briefed on roles and responsibilities during crossing. Rota to be established during night trips so that supervising adult is always awake ▪ Close supervision on vehicle deck when embarking/disembarking vehicle. No pupil access to this area unsupervised ▪ Clear expectations for behaviour established and on identification of any off-limits areas. Extent of these to be established via dynamic risk assessment by staff on the ferry. ▪ Open deck areas to be off-limits unless accompanied by an adult. ▪ Meeting point established which is staffed throughout the crossing and pupils briefed accordingly. ▪ Pupils to remain in pairs or small groups ▪ Careful head count before disembarkation ▪ In emergency follow instructions from ship's crew. ▪ Clarify procedures as far as possible with both staff and pupils before arrival at ferry. 	<p>Specify supervision arrangements whilst on-board</p>
<p>Travel by air</p> <p>Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car parking areas</p>	<p>Staff and pupils</p>	<ul style="list-style-type: none"> ▪ Brief pupils re air safety and security requirements in airports and in flight ▪ Staff briefed on roles and responsibilities during time in airports ▪ Clear expectations for behaviour established ▪ Meeting points established and staffed throughout time in the airport and pupils briefed accordingly. ▪ Brief pupils to remain in pairs or small groups ▪ Remind pupils about moving traffic and other hazards and establish no go areas. ▪ Headcounts at regular intervals. ▪ Pupils briefed and monitored on need for adequate exercise and drink on longer flights. 	<p>Specify 'N/A' if Air Flight not being used</p> <p>Specify your airlines maximum adult/child supervision ratio</p>
<p>Travel on foot</p>	<p>Staff supervising at</p>		

<p>Vehicle pedestrian conflict / pupils separated and lost in crowds</p>	<p>front and rear / pupils – especially young pupils / staff leading on road walking routes</p>	<ul style="list-style-type: none"> ▪ Pupils briefed on which side of the road vehicles drive on in the country/ies visited. ▪ Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians ▪ Staff briefed on roles and responsibilities for walking route. ▪ Means of communication between staff arranged. ▪ Emergency plan is in place for eventuality of separation of child from group ▪ Coach/minibus disembarkation point chosen to avoid busy traffic routes ▪ Route planned and walked ahead avoid fast roads, blind spots and other hazards. Pavements used wherever possible ▪ Designated crossing points used wherever possible ▪ When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. ▪ Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group ▪ Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly ▪ Means of identification used to identify members of group quickly in crowded environment ▪ Regular headcounts taken ▪ When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn. 	<p>Specify which side of the road vehicles drive on in the country/ies visited</p>
<p>Use of public transport, including trains and underground</p>	<p>Pupils – especially young pupils</p>	<ul style="list-style-type: none"> ▪ Route planned to identify potential for problems and to account for delays 	<p>Specify 'N/A' if public transport not used. Specify the procedures if the group is</p>

<p>Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments</p>		<ul style="list-style-type: none"> ▪ Timetables considered ahead of time to ensure particular trains/connections will not be missed. Contingency plan for alternatives if train /connections missed. ▪ Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other public transport users and to be aware of dangers ▪ Staff briefed on roles and responsibilities for travel route. ▪ Means of communication between staff in place. ▪ Party to move through crowded areas with adult in lead and adult at back of the group. ▪ Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. ▪ Brief pupils to remain in groups of at least 3. ▪ Means of identification used to identify members of group quickly in crowded environment i.e. high vis vests, coloured caps etc. ▪ Regular headcounts taken ▪ Large groups divided into small groups with adequate staffing for ease of management ▪ Emergency plan is in place for eventuality of separation of child from group. 	<p>accidentally separated.</p>
		<p>Continued.....</p>	

Accommodation Arrangements

<p>Hazards arising from accommodation failing to meet statutory minimum standards</p> <p>Fire / building regulations / safer recruitment practices / welfare and security failings</p>	<p>All participants and staff.</p>	<ul style="list-style-type: none"> ▪ Accommodation provider to complete form “SOE5” as self-declaration statement to provide assurance that accommodation meets required standards ▪ Accommodation has tourist board rating or external validation of standards ▪ Pre-visit check carried out to confirm standards are satisfactory where possible. ▪ Upon arrival, and ongoing throughout visit, visual inspection of windows, balconies, stairways, electrical fittings, hazards in grounds or in immediate surroundings, washing and toilet facilities, heating and catering facilities ▪ Pupils briefed to report any faulty items found in rooms to staff ▪ Shortcomings in provision will be discussed with accommodation manager ▪ SOE3 parental consent information checked to ensure dietary requirements met. 	<p>Specify what action has been taken to ensure suitability of accommodation</p>
<p>Supervision and privacy</p> <p>Safeguarding concerns / incidents arising from lack of supervision</p> <p>Sexual assault / vexatious accusations of sexual assault /</p>	<p>All participants and staff</p>	<ul style="list-style-type: none"> ▪ Separate male and female sleeping accommodation and washing facilities are provided. ▪ Separate staff accommodation is suitably located to ensure adequate supervision but also ability for pupils to raise concerns if needed ▪ Mixed parties are accompanied by at least one adult of each sex 	

<p>sexual grooming / violence/incident arising from failure to supervise</p>		<ul style="list-style-type: none"> ▪ A bedroom plan detailing who is allocated to which room will be completed by the first day of the visit <i>at the latest</i> and shared with all staff at the earliest opportunity ▪ Staff have access to pupil sleeping areas at all times ▪ Dormitories are for the exclusive use of the group concerned. 	
<p>Fire in the building Fire / explosion / inability to escape from fire due to blocked means of escape / inability to escape from fire due to unfamiliarity with building</p>	<p>All participants and staff.</p>	<ul style="list-style-type: none"> ▪ Identify requirements at time of booking and check during pre visit and on arrival ▪ On arrival Visit Leader to check physical fire safety arrangements: <ul style="list-style-type: none"> ○ walk escape routes to check that fire exits clearly marked and escape doors open easily ○ fire alarm sounders on each floor and in public areas ○ fire extinguishers available on each floor and in public areas ○ emergency lighting provided and working ○ Staircases and corridors protected by fire doors in good condition. ▪ Briefing to all pupils about fire evacuation on arrival arrangements and expected standards of behaviour. Briefing to include a walk through fire practice which indicates location of assembly point and lay-out of escape routes ▪ A group list is held by Visit Leader to ensure registration of whole party after an evacuation of the building. Arrangements shared with other staff. ▪ Decide whether or not pupils' doors should be locked from the inside ▪ Fire exits should be openable from the inside whilst remaining secure from the outside ▪ Shortcomings in provision will be discussed with accommodation manager 	<p>Specify whether pupils' bedrooms to be locked from the inside and if so how staff can access.</p>

<p>Attack or disturbance by intruder</p> <p>Sexual assault / abduction / violence / property theft</p>	<p>All participants and staff</p>	<ul style="list-style-type: none"> ▪ On arrival Visit Leader to check physical security arrangements to ensure that reasonable steps taken to prevent unauthorised persons entering the accommodation ▪ The accommodation is secure at night ▪ Accommodation staff are on duty or accessible overnight. ▪ Ensure that all windows and doors are secured from external entry without compromising means of fire escape ▪ If windows lead onto balconies, only staff or reliable pupils occupy these rooms ▪ If other guests share the accommodation, sole occupancy of the floor will be sought where possible, and have designated staff rooms adjacent to pupils. ▪ Roles and responsibilities for staff identified. ▪ Pupils briefed to inform staff in the event of an emergency and where they can be found. ▪ Staff to check pupils at “lights out”. 	<p>Specify whether accommodation staff are on duty overnight, if not how are they accessible.</p>
--	-----------------------------------	--	---

<p>Name of Principal: Mr Glenn Smith</p>	<p>Sign:</p>	<p>Date:</p>
<p>Name of Designated Safeguarding Lead: Mr Rob Robson</p>	<p>Sign:</p>	<p>Date:</p>