Educational Visits Policy

Author: Headteacher

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Introduction

As part of the broad balance of curriculum and learning arrangements of the school, opportunity is frequently taken to enrich and enhance this through outdoor learning, outdoor education and educational visits and ventures. These guidelines outline our policies and operational procedures in these contexts.

The school's policy and procedures are formulated in conjunction with the advice, guidance and training provided by the Hampshire Outdoor Education, PE and DofE Service and their documentation and guidance.

All teachers who are organising, or involved in, an off-site activity should refer to:

- Off-site activities and educational visits regulations and guidance
- Hampshire County Council
- Guidance documents on the EVOLVE online resource. Paper copies of updated documents are no longer sent to schools so this resource must be referenced during planning educational visits off-site.

The regulations and guidance are intended to give the teacher the security of a clear framework for their responsibilities in managing off-site activities and hence to make the most of the opportunities available.

All off site activities are managed by the Educational Visit Co-Ordinator (EVC).

The EVC at Castle Primary School is the Headteacher or in his absence the Deputy Headteacher.

Value of off-site activities and educational visits

Off-site visits enhance the educational opportunities offered to our pupils and broaden the planned curriculum.
Where the opportunities are well planned and structured the values have been shown to be clear:

Developing key skills

- Using and applying knowledge skills and understanding in different, realistic and exciting contexts.
- Developing the ability to work co-operatively.
- Developing the ability to communicate successfully.
- Showing initiative and positive attitude.
- Showing greater independence, moving towards self-reliance.
- Becoming increasingly risk aware and increasing understanding and independent action.

Raising achievement by boosting self-esteem and motivation

- Raising self-esteem through successful participation and enjoyment developing a positive attitude to learning.
- Helping demonstrate strengths and understanding of limitations.
- Encouraging responsibility.
- Improving Behaviour.
- Addressing disaffection.

Developing social education and citizenship

- The ability to work with others, accept and support them, building relationships.
- Learning to tolerate others and respect their views – understanding equal opportunities. Learning to accept the consequences of their own actions.
- Learning to defend their point of view.
- Exploring attitudes and values they will carry into adult life.

Promoting education for sustainable development

- An appreciation of the natural world as a source of interest and challenge.
- A concern for living things.
- An understanding of the need for interdependence between humans and the environment.
- A recognition of the effect of present actions on the future.
- An increasing ability to access evidence and make personal decisions.

Promoting health and fitness and a positive use of leisure

- Developing a positive attitude to physical activities and a healthy lifestyle.
- Developing and experiencing physical fitness and well being.
- Achieving success in physical activities.
- Making active choices about lifestyle and leisure time.
- Developing self-respect and self-discipline and the ability to cope with adversity.

These aims contribute directly to promoting our school values of friendship, determination, courage, equality, excellence, respect and inspiration.

Types of visits and ventures planned and used:

- On site, out of classroom activity – as a Trailblazer school we endeavour to make use of the school grounds as much as possible to engage and enthuse pupils in learning.
- Local ventures – visits to Portchester Caste; the local library; local walks, contribute to enriching the curriculum.
- Away from base, day or part day ventures – educational visits are also made to such locations as Portsmouth Historic Dockyard and the Search Museum in Gosport.
- Residential ventures – these visits further enhance the curriculum. These currently are:
    - Year 3 – Sir Harold Hillier Gardens followed by a sleepover in school (1 night)
    - Year 4 – Stubbington Study Centre or similar venue (2 nights)
    - Year 5 – Stone Farm Study Centre / The Eden Project or similar venue (3 nights)
    - Year 6 – Avon Tyrrell (New Forest) or similar venue (4 nights)

Establishing the education value of visits and activities

All activities are expected to have a clear educational value. It is important that this is identified and understood by everyone concerned in order that:

- High expectations are to be set codes of behaviour agreed, roles and responsibilities are to be clearly identified and determined.

- Appropriate strategies are used to realise the aims.
- Parents are fully informed of the nature of the venture.

Organisation and management

When managing and planning educational visits reference is made to several sources. The Evolve online resource will be the primary resource for school staff. Guidelines set by National Guidance (https://oeapng.info/) and the Supplementary Employer Guidance from the Outdoor Education, PE & DfE Service (on behalf of Hampshire County Council, Portsmouth and Southampton City Councils, and West Berkshire County Council) will also be referred to. In addition the Safety in adventurous activity document and other information accessible via Evolve may apply.

Staff will use the approval systems via Evolve where authorisation is required from the Local Authority. Otherwise internal approval systems will apply (see below). Before any planning of an outdoor visit takes place it is essential that permission is sought from the EVC. These will ensure appropriate risk-benefit management; supervision; effective working with providers; and inclusion.

An Educational Visits Coordinator is always in post and keeps up to date with the Outdoor Education, PE and DfE Service. The current EVC is Justin Bartlett (Angela Thomas in his absence).

Governors are kept informed of the overall policy and programme, as well as being given feedback on specific events and successful ventures.

Off-site visits and educational visits are fully integrated into the ethos and culture of the school and all key policies are considered for their relevance and adaptations or agreements made as required, in particular:

- teaching and learning policy – outlining challenge and expectations
- behaviour policy – rights, respect and responsibility issues, the core of agreed codes of conduct and management strategies
- safeguarding policy and how this is translated into off-site contexts
- emergency/critical incident planning

We aim to take the ethos, culture and challenge to learning in school into all our outdoor learning and off site contexts.

Inclusion

This is an inclusive school. Every effort will be made to include all children in the planned activities. This is irrespective of their special educational or medical need, disability or gender.

In recording or implementing our policy it is important to consider the difference between the scope of different styles of venture:

- activity provided as part of the National Curriculum or a formal course, a statutory requirement. This will be quite rare (and would normally be funded by the school or course fee). Inclusion of all is required.
- ventures where comprehensive coverage, for example a whole class or group, is desirable but suitable alternatives are available at school. National

Curriculum and similar entitlement is not lost as this is an enhancement or enrichment activity. Inclusion of all is desired but not required. Choice or other factors may mean that not all attend

- enhancement or enrichment activity that is a clear choice or extra – optional. Choice and other factors will mean that not all attend.

It is our aim to include all children in educational visits. To do this reasonable adjustments will be made to facilitate this. However, on some rare occasions it may be that the health and safety of a child and their effect on other children, as well as staff may present significant risk. Any decision on inclusion when such factors are included will, as normal, take 'every reasonable step' to include the child. However, if those reasonable steps cannot ensure their safety and/or that of others, then that may be the reason they cannot attend that particular venture.

Safeguarding

The school's Safeguarding Policy follows and includes off site activity, including residential activity. In particular:

- guidance on acceptable behaviour and avoiding unnecessary contact is included
- suitable 'employment' checks are made on volunteers and other responsible adults who support these ventures in line with guidance (e.g. the degree of monitoring, frequency and intensity of contact…), including DBS requirements
- external providers or outdoor centres are drawn from the Outdoor Education, PE and DofE Service's checked providers list, which confirms that safety management checks are in place

Health and Safety

The key health and safety roles are set out in this policy alongside advice and guidance on risk assessment and management.

Leaders are responsible for their children throughout the entire activity.

This duty of care means that the leader must act in the same way that a reasonably careful parent would, although it must be remembered that they may have a lot more people in their care.

The leader must act in a professional manner taking all reasonable measures to ensure that everyone under their control and supervision is safe and protected from unacceptable risks.

The law is not expecting anyone to do the impossible or be perfect. The leader must be careful and not careless. Negligence means either doing something that a reasonable person would not do in the same circumstances or failing to do what a reasonable person would have done.

This duty of care remains throughout the whole venture. Support staff "support" the professionally qualified leader. Non-qualified support leaders such as parents or governors can clearly assist with supervision and organisation and must act as would a reasonable person.

All adults involved in the activity are covered by the off-site activity insurance and indemnification arrangements, as well as those of the employer is general, once the activity is approved.

Individual Responsibilities

The Educational Visits Co-Ordinator (EVC)

The EVC's key functions are to:

- Produce an annual plan of educational visits focusing on the implications for the curriculum and management of the school diary.
- Ensure the guidance and regulations are followed.
- Ensure the behaviour and all other relevant policies are transferred off site successfully.
- Ensure that liaison with parents and obtaining consent are effective.
- Ensure that the school complies with the LA requirements for reporting incidents and accidents.
- Ensure that DBS disclosures are in place.
- Use and apply suitable record keeping practices for child and leaders off site.
- Report back to the Governing Body.

The Group Leader

- Should be experienced and have the ability to manage the planned activity.
- Should be able to carry out a comprehension review of the needs of the group and to risk assess the location of the visit.
- Should be aware of all relevant school policies and child protection issues.
- Should be competent to teach the children in the activities chosen.
- Should ensure that appropriate first aid provision is available.
- Should ensure all other adults are clear in their roles.
- Should be clear on incident and emergency procedures.
- Must be open country trained.

Approval Systems

The Formal Approval system

All groups are required to submit information about the majority of outdoor visits and ventures via the web-based Evolve system.

Approval will be in one or two stages, according to the activity. This system assumes that the pre-check requirements above have been completed or are not needed.
HCC Hampshire Outdoors - Supplementary Guidance 04/2019 Page 13

Stage one Visits that require Head Teacher approval alone.

This utilises our school's approval system. The head teacher/EVC and in liaison with the governors, approves the venture, its aims, leaders and management after checking that all the key responsibilities have been met. This should ideally be done via the Evolve system; although other options remain for very frequent, local, low risk cubiculum visits (see Evolve / resources / guidance / Information Notes).

Visits within this category will include:

- A local visit within walking distance of the school that does not include 'open country' terrain

- A museum, sports centre or swimming pool visit
- A visit to another school, e.g. special event, sports fixture, drama...
- A day visit to a cultural or historic site, including a city at distance e.g. London or Portsmouth

N.B. Visits to large cities - e.g. London, should always be recorded on the Evolve system, even when they are approved at Head level, so that they can be viewed by Hampshire Outdoors in the event of incidents.

Stage two Ventures that require the approval / sign off of Hampshire Outdoors

For all visits which are residential, overseas, 'open country' or include adventure activity, stage one needs to be complete, with internal head teacher approval confirmed via Evolve.

The request for Hampshire Outdoors approval needs to be submitted via Evolve to Hampshire Outdoors , ideally at least four weeks prior to departure for straightforward visits, and far earlier for complex visits beyond Europe.

Important note: Until all the signed-off approvals, from both the establishment and Hampshire Outdoors (on behalf of your employer), are in place, the venture cannot go ahead. Insurance and indemnity will not be secure.

School procedure:

1. Discussing initial ideas and planning with the Educational Visits Co-Ordinator.
2. If a hazardous pursuit or open county activity is involved complete and submit the County Council's approval form at least eight weeks prior to the visit. This is done via the EVOLVE website.
3. Send all details and consent forms to parents.
4. Use the school checklist form as an aide-memoire to ensure that correct procedures and planning have been carried out.
5. Visit the site and carry out a risk assessment.
6. Amend plans as necessary.

Residential Visits

1. Discuss initial ideas and planning with the Educational Visits Co-Ordinator.
2. Complete the County Council's approval form at least 8 weeks prior to the visit. (The only exceptions to this are Council managed centres including Stubbington.) This is done via the EVOLVE website.
3. Send details to the parents and arrange a pre visit meeting.
4. Use the school checklist form as an aide-memoire to ensure that correct procedures and planning have been carried out.
5. Visit the proposed sites and carry out risk assessments.
6. Amend plans as necessary.

Communicating with parents

It is essential that communication with parents is clear and is as full as required. Parents' consent to a visit should be based on a good understanding of the purposes, nature and programme for the visit.

Parents should be kept informed of any off-site activity (simply defined as outside the school gates.)

For day or residential visit, a medical form should be sent home for completion. This form should then be taken on the visit for reference.

If more than one visit is planned in a term one completed medical form will be sufficient.

The school charging policy should be transparent, is agreed and includes all aspects of off-site activity or educational visits:

- requests for voluntary contributions and their rationale
- collecting and recording contributions and money
- how the funding collected represents costs and how the money is to be spent

Off-site insurance details are available from the office for parents and these are sent out in synopsis form with long distance, residential and similar ventures.

Parents must be informed of the mode of transport. A variety of transport is used following local guidance. Transport used may include:

- parents' cars
- public buses (local, non motorway travel)
- coaches (through recognised suppliers)
- trains (where appropriate or part of the learning in the venture)
- minibuses (for small group transport, e.g. choir, PE and sports team)

Parents should be made aware that should their child fall ill during a residential visit they must be able to collect them otherwise they will not be able to attend the trip.

Risk-benefit Assessment

As part of planning off site activity, this process is followed:

- an analysis of the benefits of the activity translated into clear objectives and expectations
- an assessment of the risk of harm and its likelihood is made, followed by putting clear control measures in place so that they can be satisfactorily managed
- a pre visit by key staff is considered an essential part of reviewing the location and its ability to realise the benefits and be managed. Very well-known and used sites may be checked by contacting key personnel prior to re visiting and accessing web-based information

Risk assessment and risk management are legal requirements. However the process represents and promotes good practice.

If personal development and increasing self-reliance are to be achieved, then we must properly assess, prepare for and manage any significant hazards in the environment and the risks they present. That way the children and young people can be set realistic challenges, with opportunities to take responsibility and achieve success.

Requirements

Group Leaders are expected to:

- Know and understand the site they are visiting and its environment – a pre visit is always recommended.
- Know the group you are taking.
- Know yourself and your leaders. (Do they know the activity, site and group? Have support adults had a full induction? Are roles and responsibilities clear?)

Key Assessment steps

Look at the hazards.

- Stand back from your situation and look at what could cause harm.
- Identify the significant hazards to you and your group.

Evaluate the risk.

- How likely is it to actually occur?
- The probability can be graded as high, medium or low.

Decide whether existing precautions are adequate or more should be done.

- For each significant risk are the existing precautions adequate or do you need some more? The aim is to reduce the risk so the chance of harm is low.

Put control measures into place and review the position.

- What control measures can you put into place to reduce the risk?
- Do they reduce the probability of any incidents or accidents to a level that is controllable and allows the activity to go ahead.
- You are not removing the risk, but reducing and managing it.

Record the process on the Risk Assessment Sheet.

- Record the necessary details for all leaders to use.
- Keep a copy for future use and reference.
- All records should be held on the EVOLVE website.

Incidents and emergencies

- guidance from the Outdoor Education, PE and DofE Service is used to prepare leader and base contact checklists and contact details. The incident management checklist is also available for use
- the Children's Services Incident and Emergency 'Establishment Plan' has been used as the basis for all incident and emergency response
- any concerns or 'near misses' are discussed to consider changing strategies and reported to the Outdoor Education, PE and DofE Service where necessary or if the information is useful

Monitoring and review

- The school's monitoring policy has been approved by the senior management team and governing body, and is reviewed according to agreed procedures. This includes outdoor learning/off site and educational visits.
- individual staff reviews contribute to the feedback on the quality of ventures and recommendations for the future

- the head reports to governors on an annual basis as to the effectiveness of the overall programme
- any good practice is celebrated by… and complaints reviewed through…
- the policy is reviewed every three years or as required if regulations, guidance or circumstances change.

Supervision Ratios

Local visits	Under 5	1 - 6
	Under 8	1 - 8
	Under 12	1 - 10
Day visits	Under 5	1 - 6
	Under 8	1 - 8
	Under 12	1 – 10
Residential Visits		1 – 10

(Please refer to EVC for County run centres.)

Specific Outdoor Context

There are specific regulations in force for the following. (Additional guidance can be found in the green off-site activities folder and the red Safety in Hazardous Pursuits)

Open Country Areas

Defined as:

- More than half a mile from roads that provide public access for any vehicle. In effect this means that there will be a need to navigate or way find using marked public footpaths or rights of way.
- Close to significant hazards, in particular close to water, (stream, river, lake, sea) cliffs, unstable ground etc.
- Close to any tidal coastal area.

Farm visits

Acquire a copy of HSE's information sheet avoiding ill health at open farms Agricultural sheet No.23.

Adventure Playgrounds

These vary considerably in quality. A careful risk assessment should be carried out before allowing children to play on apparatus.

Supervision and risk assessment in specific contexts

Crossing Roads

This is undoubtedly one of the more dangerous activities leaders and groups will undertake. It should not be assumed that motorists understand or are aware of the needs of the group or of common practices.

Technically, only the police, traffic wardens and school crossing patrols have the right under law to control traffic.

When leaders find themselves in this position, having established that there is not a suitable alternative, it is important to have an agreed and understood procedure which you can apply as well as circumstances allow.

The following control measures may be helpful.

1. Pre-visit the location. Choose a crossing site where visibility is good in both directions.
2. Gather the group on the inside of the pavement away from the edge of the kerb.
3. Try to choose a location where there is a suitable collection point on both sides of the road.
4. A “wave” of children in controlled numbers is recommended over the crocodile approach. It is faster and more efficient in terms of actually getting across the road.
5. Decide on the manageable number that can cross in a controlled line, parallel with the kerb, walking together.
6. Line them up parallel to the kerb banked into their crossing groups.
7. The leader in charge of the crossing is at the end of facing oncoming traffic. A second leader is at the other end and responsible for opposing traffic.
8. The group approaches the roadside on the suitable signal or command. The leaders confer and agree when the crossing is possible before signalling to the group and walking across. The actual crossing therefore only takes the same time as for one person walking alone.
9. Where only two leaders are present and the group split into more than one “wave,” each needs to have a priority for looking after the group on one side of the road and may meet in the middle in order to bring the second group across.
10. Great emphasis must be placed on crossing roads and understanding traffic direction when abroad.
11. Children need also to walk on the inside of pavement and to be told to keep away from the edge of the kerb.

Ongoing risk assessment

What do I need to do?

1. Apply the control measures.
2. Monitor how effective they are.
3. Change, adapt or revise as required.

For example:
Weather changes may challenge:

- the appropriateness of the planned task
- the motivation of the group

Energy levels can affect:

- Motivation
- Behaviour
- Thinking and problem solving

Poor behaviour or silliness will cause

- The group of individuals to go off task, stop paying attention
- Poor decision making
- A lack of risk awareness

Illness amongst staff or children

- can fundamentally change what is possible
- A serious incident or emergency should have been thought through and agreed procedures initiated

What do I need to record?

Before any visit please complete the Risk Assessment and Risk Management record proforma and give a copy to the EVC.

After identifying the hazards and assessing the risk the introduction of control measures will reduce the risk.

Your final assessment should be for a low/manageable risk so that the venture can go ahead.

There are examples of completed proformas in the Off-site Activities and Educational Visits folder.

It is important to remember that most accidents and incident happen in low risk situations where leaders do not respond to changing or unforeseen circumstances. Remember to trust your professional instincts and in particular make judgements on the evidence in front of you and not on assumptions or aspirations in planning.

Aide –memoire to planning control measures

Group Management

Knowledge of previous behaviour
Children split into groups
Regular head counts
Set clear expectations
Understood codes of behaviour
Collection points and home base established
Specific controls for individuals' behaviour
Create a positive attitude
Agreed supervision strategies

Physical hazard management

Buffer zones used
Leader arrive first
Specific hazard systems e.g. road crossings
Physical boundaries set
Calm the group prior to approaching a hazard
Re-direct attention away from hazards

Equipment carried

Throw lines carried by water
Suitable clothing

First Aid
Health requirements of group (inhalers etc)
“Just in case” plastic bags/wipes/clothing etc.
Specific to activity

Research/information
Pre-visit risk assessment
Good meeting and collection points
Exist or escape routes
Weather profile
Local knowledge of routes and areas to be used
Local contacts – medical, support, toilets

Leader Training
Appropriate qualification
Induction of all leaders and support staff
Group management training for volunteers
Clear roles and responsibilities
Good communication system
Understood supervision systems
Understand and use Council guidance
Transfer of schools’ policies e.g. behaviour

Children’s training
Raising children’s awareness of risk
Group understanding of expectations

Accident, incident and emergency procedures
Procedures to be followed:

1. Action by the group leader
2. Action by the base contact person
3. School or group incident team action planning

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

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury

or

- circumstances in which a group member might be at serious risk or have a serious illness

or

- any situation in which the press or media are or might be involved.

1. Assess the situation.
2. Protect the group from further injury or danger.
3. Render first aid or other service as appropriate.
4. Call Rescue Services (999 or 112) and/or police, as appropriate.
    a. State the nature of the emergency.
    b. Give your name and address/location and telephone number

    c. the location of the incident
    d. the nature of the incident
    e. the names of the individuals involved
    f. the condition of those involved and where they are located.
5. Phone your base contact person (as soon as possible).
6. If you cannot contact your base contact person, telephone the emergency number:

- HCC Daytime: Outdoor Education, PE & Sport 01962 876218
- 24 hours: Emergency Planning Team 07623 960259
- PCC Daytime: City Contact Officer (enquiries) 02392 841209
- 24 hours: LA Duty Officer, Children's Services 07985 870667
- SCC Daytime: Children's Services Learning Response 02380 834970
- 24 hours: Children's Services emergency pager 07709 292428
- WBC Daytime: Critical Incident Schools Liaison 01635 519723
- Out-of-hours only: Emergency switchboard 01635 42161
- Outdoor Education, PE & Sport Service offer advice and guidance to any of the above during work hours on 01962 876218.

7. It is probable that both leaders and young people will be in a state of shock, therefore:
    a. remove remainder of the group to some secure location or accommodation and place under the care of a member of staff able to protect them (eg from the attention of the press/media)
    b. if necessary request the police to assist
    c. calm and comfort the young people and arrange for their evacuation.
8. Do not make any statements to press/media or allow anyone else to make statements other than expressions of sympathy.
9. Do not allow group members to phone or text home until contact has been made with your establishment/local authority officer and a communication route agreed.
10. Retain all equipment involved in an unaltered condition.
11. Do not allow anyone to see any group member without an independent witness being present.
12. Remember, no-one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
13. Refer all press/media to the press/media officer or suitable local authority officer.

Action to be taken by the base contact person

1. Take down a contact telephone number for the group leader and the group. Listen carefully and write down:
    a. telephone number for the group leader and the group. Listen carefully and write down:
        i. what happened
        ii. to whom
        iii. where
        iv. when
        v. what has happened since the incident
2. Inform the head of your establishment, then inform them or a senior member of staff of the relevant details as soon as possible.

3. Decide if the local authority is to be called, i.e. LA officer assistance would be helpful (if in doubt, call).
4. Refer all press/media enquiries to the Press Office. Beware of wily attempts to extract information from you.

The base contact person must have access at all times to:

- lists of all group members (including adults) and the address and telephone number of their next of kin
- complete details of the itinerary
- home/contact telephone numbers of senior establishment staff
- the emergency number above
- a copy of the insurance synopsis and phone numbers.

Emergency Contacts

Be ready to give the operator the following details:

- name of the person making the call
- telephone number of the person making the call
- the name of the school/group involved
- the nature of the emergency

Explain who you are and request emergency support from Children's Services senior officers. The emergency contact will then contact a senior officer who will be responsible for all future liaison with the school/group, with your help.

HCC
Daytime
Outdoor Education, PE and Sport: 01962 876218
Emergency Planning Team (EPT): 01962 846846
Press/Media Office: 01962 847368
Anytime
Emergency Planning Team: 07623 960259

Insurance
Jardine Lloyd Thompson: +44 2087628326
Policy number: 10681497

PCC
Daytime
City Contact Officer (Enquiries): 02392 841209
Press/media: 02392 688073
Anytime
LA Duty Officer, Children's Services: 07985 870667
City (Emergency) Contact Officer: 02392 688052

Insurance
Chartis: +44 2087 628326
Policy number: 0010626365

SCC
Daytime

Children's Services Learning Response: 02380 834970
Emergency Planning Office: 02380 833972
Press/media: 02380 832001
Anytime
Children's Services emergency pager: 07709 292 428
Out-of-hours Service: 02380 233344

Insurance
Chartis: +44 2087 628326
Policy number: 10626189

WBC
Daytime
Critical Incident Schools Liaison: 01635 519723
Emergency in working hours: 01635 519038/519366
Press/media: 01635 519125/519670
Anytime
Out-of-hours Emergency switchboard: 01635 42161

Insurance
Company: +44 208 763 3155
Policy number: PA-RKK 625117

Outdoor Education, PE & Sport Service offer advice and guidance to any of the above during work hours on 01962 876218

School or group incident team action planning
Example functions to be agreed

See also previous sections, Procedures to be followed in the event of a serious accident/incident or fatality.

- agree communication routes and places (phones/fax/photocopier/e-mail)
- establish communication with group leader and base contact
- establish communications with Children's Services as required
- establish communication with parents
- establish communication with other staff to support process
- establish the best use of the space/accommodation available
- open suitable spaces for parents to meet
- differentiate parents of injured young people from the others
- organise refreshments
- establish a press contact – via your Press Office
- confirm any parents' travel arrangements if their son or daughter is injured (via the medical insurance).

Key management
- need a secure incident room for key people to meet
- establish roles and responsibilities quickly
- communicate regularly – display key information on 'public' boards/flip chart

- get together to problem-solve and update (choose the best course of action together)
- keep to the key roles and actively liaise with others, for example any relevant Children's Services/local authority team, eg safeguarding or social care. Consider if they may be better managing the whole incident, leaving the local situation to you
- ensure that the parents of any injured young people are visited quickly (especially to precede the media), by staff known to the parents if possible. The police can be used in this context. Communicate with all the parents concerned
- establish a press liaison person (secure press office). It is important to communicate positively with the media, but better kept separate and done by an LA senior officer
- secure the building, entry for those invited only.

It is very important that you try out your procedures. At least discuss possible scenarios and your response, but better simulate an incident, for example by using phones and mobiles you can simulate an incident anywhere!

Your own checklist and notes can then be developed with some confidence.

Resource Sheet 1: Check List of Information Required When Being Notified of an Incident

Record the following:
Contact Number of Person Making the Report
……
Name of Person Making the Report …….
Position of Person Making the Report
……
Time and Date Call Received …….
Name of School/ Group Involved
……
Location of the Incident
……
Full details of incident
What Happened?
……
……
To Whom?
……
……
Where?
……
When?
……
Which Agencies Have Been Informed? E.g. Police, Fire, Ambulance
……
……...
……
……...
What is Required of the Establishment or Children's Services, to Include Specialist Assistance?
……
……...
Locations of Rendezvous Points, Control Points, and Where Staff Should Report if Required?
……
……
Before informant leaves do you have enough information to decide level of response? If not what else do you need?
……
……
Name of Person Receiving the Report
……
Position of Person Receiving the Report
……

SCHOOL CHECKLIST FORM

Educational value and/or objectives

*Is there a clear purpose for the visit?
Have all children been included?

Pre checks and research carried out

*Is there any effect on the school?
*Is cover needed?
*Is equipment needed?
*A pre visit to the site has been made
*Transport is booked

Approval Systems

Discussion has taken place with EVC
*If relevant the County form has been completed and sent via EVOLVE

Staffing Comments Completed

*There is an adequate adult/pupil ratio.
*Group leader is clear of emergency procedures.
*All adults are briefed as to roles and expectations.
*First aid cover is adequate.

Children

*Is the visit appropriate?
*Is the adult/child ratio realistic?
*Are there any medical or behaviour issues?

Financial arrangements

*Does the visit give value for money?
*Charging per child has been calculated.
*Arrangements are in place to collect money.
*School kitchen has been informed and requests made for packed lunches.

Information to Parents Comments Completed

*Comprehensive information has been sent to parents.
*For a residential visit a Parents meeting has been organised.
*A consent form has been sent home.
*Relevant medical information is available.

On the Day

*A list of participating children has been given to the Headteacher and office.
*First Aid kits, equipment, telephone are ready to go.