



## EDUCATIONAL VISITS POLICY

Responsibility: Governing Body

Approved on: 13/5/19

Signed: [Signature] (Chair of Governors)

To be reviewed: Annually in September (or earlier if legislation/Local Authority guidance changes).

Reviewed: 23/9/19 [Signature] [Signature] 28/9/20  
[Signature] 22/9/21

### 1. CONTEXT

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes St. Peter and St. Paul CE Primary School, a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## 2. APPLICATION

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, St. Peter and St. Paul CE Primary School:

- I. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE).
- II. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA).
- III. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## 3. TYPES OF VISIT & APPROVAL

There are three 'types' of visit:

- I. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. These follow the 'School Learning Area' Operating Procedure (Appendix 2).
- II. Other non-residential visits within the UK that do not involve an adventurous activity. E.g. visits to museums, farms, theme parks, theatres, etc. These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. In our school the Headteacher is currently the EVC and so is also responsible for final approval.
- III. Visits that are overseas, residential, or involve an adventurous activity. These follow (II) above, but the Head then submits the visit to the LA for approval.

## 4. ROLES AND RESPONSIBILITIES

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

The Educational Visits Coordinator (EVC) will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before they are authorised. The EVC uploads generic school documents and advice to the EVOLVE system. The EVC also signposts appropriate advice to staff members.

The Headteacher has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the LA for approval. The Headteacher also sets up and manages the staff

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accounts on EVOLVE (may delegate to admin staff) and uploads generic school documents and advice to the EVOLVE system. The Headteacher also signposts appropriate advice to staff members.

**The Governing Body's** role is that of a 'critical friend'. Governors monitor trips and visits via policy reviews and monitoring samples of trip documents and through attending trips and visits. Individual governors may be given 'read-only' access to EVOLVE.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

### 5. STAFF COMPETENCE

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

### 6. EMERGENCY PROCEDURES

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. Refer to the school's Critical Incident Management Plan for further information and guidance.**

The school has an emergency plan in place to deal with a critical incident during a visit, summarised below. All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes. In summary, the school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior leadership team, or will be able to contact an experienced senior leader at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.

5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry either:
  - a) An LA Emergency 'Card' (see EVOLVE Resources), or
  - b) An OEAP National Guidance Emergency action card (available via [www.oeap.info](http://www.oeap.info))
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

## **7. EDUCATIONAL VISITS CHECKLIST**

Our school's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources (Appendix 1). This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

## **8. PARENTAL CONSENT**

Consent is not required for activities within the School Learning Area and beyond (e.g. swimming lessons) that are part of the normal curriculum during normal school time. The school may obtain blanket consent upon starting school or at the start of each year for certain other routine activities.

Specific, (i.e. one-off), parental consent must be obtained for other visits. For these visits, sufficient information must be made available to parents (via ParentHub, letters, meetings, etc.), so that consent is given on a 'fully informed' basis. Parents consent through a traditional paper consent form.

## **9. INCLUSION**

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. We make reasonable adjustments to ensure all our children are able to participate with perhaps adaptation for their needs.

## **10. CHARGING / FUNDING FOR VISITS**

Parents/carers may be asked for a voluntary contribution towards the cost of a trip. Currently the school funds transport costs for all trips with the exception of the Y6 Residential Trip. Trip costs for children entitled to Pupil Premium funding are paid in full by the additional funding for that purpose. The entire cost of school swimming sessions is met by the school budget. If voluntary contributions cannot cover 80% of cost (without transport) the trip may be unable to go ahead and parents / carers are made aware. Please refer to the school's Charging Policy for additional information.

## **11. TRANSPORT**

In some circumstances (e.g. sporting events with a low number of participants) a private (staff or parent) car may be used to transport young people then this must be approved by the Headteacher, and a Private Car Form must be completed (can be downloaded from School's Documents on Evolve and also shown in Appendix 4). Parents are informed about the transport arrangements. Where staff are transporting pupils, evidence is obtained that the vehicle is safe, the driver is suitable and that there is a

valid insurance policy covering the driver and the vehicle for the intended use. This may require that employees have 'business use' cover.

However, in most instances school will book transport with approved providers for trips and visits which require transportation. Standard Operating Procedures apply.

## **12. INSURANCE**

The school takes out Lincolnshire County Council Insurance for all trips and visits annually.

## **13. SWIMMING LESSONS**

Children are supervised into the changing area and change in individual cubicles with school staff supervising to prevent members of the public interacting with the children. The changing rooms always has a school member of staff present when being used by children. The regular swimming facility is included within the School Learning Area.

## **14. DISMISSAL OF PUPILS AFTER EVENING ACTIVITIES**

For all after school clubs / activities there is a register of who is attending and safeguarding checks are made that all are present. At the end of activities, the adult(s) running the activity ensure that all children are collected. Any child not collected is kept in school until collection and measures are taken to contact parents / carers if necessary. No children are permitted to leave the school premises without adult supervision other than those Year 6 children with written consent to walk home.

**APPENDIX 1 - EDUCATIONAL VISITS CHECKLIST**

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

**In advance of the visit:**

1. Have the intended outcomes of the visit been clearly identified?  yes
2. Is the visit appropriate to the age, ability and aptitude of the group?  yes
3. Has there been suitable progression/preparation for participants prior to the visit?  yes
4. Does the visit comply with any guidelines specific to your Establishment?  yes
5. Does the visit comply with any specific LA guidelines?  yes
6. If a member of staff is going to lead an adventurous activity, have they been 'approved' by the LA?  yes  n/a
7. If using an external provider or tour operator, does the provider hold an LOTC Quality Badge (see [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)) or have they satisfactorily completed and returned a 'Provider Form'?  yes  n/a
8. Are transport arrangements suitable and satisfactory?  yes  n/a
9. If residential, have appropriate measures been taken to ensure the suitability of accommodation?  yes  n/a
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?  yes  n/a
11. Has a pre-visit taken place? (normal procedure for most visits within the UK). If not, have appropriate additional checks been made?  yes
12. Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).  yes
13. Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability?  yes  n/a
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?  yes
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?  yes
16. Are all support staff aware of and comfortable with their roles?  yes
17. Are all helpers aware of and comfortable with their roles?  yes
18. If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties?  yes
19. Is insurance cover adequate?  yes
20. Does at least one member of staff know the participants that are being taken away, including any behavioural traits?  yes

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21. **Have participants been advised in advance about expectations for their behaviour? If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?**  yes
22. **Are participants aware of the nature and purpose of the visit?**  yes
23. **Are parents fully aware of the nature and purpose of the visit, and has consent been obtained?**  yes
24. **Have all relevant details been issued? (e.g. itinerary, kit lists, etc.?)**  yes  n/a
25. **Are staff aware of any medical needs and/or other relevant details of participants?**  yes
26. **Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?**  yes  n/a
27. **Are staff aware of any relevant medical conditions of other staff/helpers within the group?**  yes  n/a
28. **Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment?**  yes
29. **Is a first aid kit (appropriate to the visit) available?**  yes
30. **Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc.? e.g. 'Plan B', and have these plans been risk assessed and parental consent been obtained?**  yes
31. **For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?**  yes  n/a
32. **Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)?**  yes
33. **Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency?**  yes
34. **Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary?**  yes  n/a
35. **Have food arrangements for the trip affecting lunchtime been passed on to the office a week in advance?**  yes  n/a
36. **A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?**  yes  n/a
37. **Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?**  yes  n/a
38. **Does any specialist equipment conform to the standards recommended by responsible agencies?**  yes  n/a
39. **Have all financial matters been dealt with appropriately with the office?**  yes
40. **Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)?**  yes
41. **If residential, overseas or involving adventurous activities, has the visit been approved by the LA?**  yes  n/a

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### During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours?  yes
43. Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)?  yes
44. Do staff have sufficient funds to allow for any contingencies?  yes  n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc.?  yes  n/a
46. Do staff have other items, e.g. first aid kit, + sick bags, litter sack, etc., if needed?  yes
47. Are participant numbers being checked at appropriate times?  yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?  yes  n/a
49. Are participants aware of the procedure in areas where there is traffic? (e.g. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.)  yes  n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively?  yes  n/a
51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet?  yes  n/a
52. Do participants know what action they should take if they become separated from the group?  yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?  yes

### At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants?  yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator via Evolve evaluation?  yes  n/a
56. Has the group been debriefed and any relevant follow-up work completed?  yes  n/a
57. Have all loose ends been tied up, e.g. paperwork, finance, thank you letters, etc.?  yes
58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?  yes
59. Have all staff and helpers involved in the visit been thanked for their input?  yes



## APPENDIX 2 – SCHOOL LEARNING AREA

### GENERAL

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

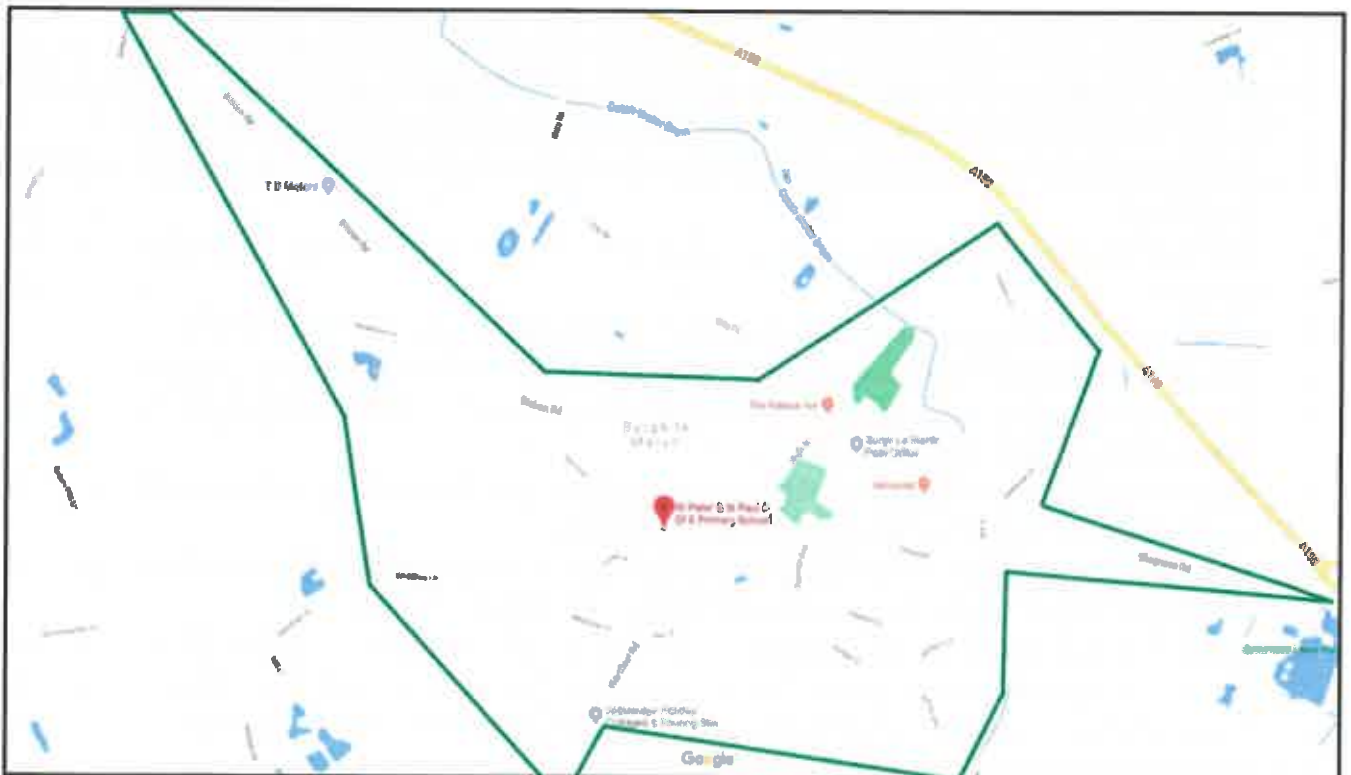
These visits/activities:

- do not require parental consent, although parents are made aware via newsletters, homework information sheets, the school website or ParentHub messages.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- may be recorded on EVOLVE depending on the nature of the activity

### BOUNDARIES

The boundaries of the School Learning Area are shown on the map below. The regular swimming facility (currently the Embassy Pool in Skegness) is also included in the School Learning Area. Routes should stick to footpaths and public footpaths. This area includes, but is not limited to, the following frequently used venues:

- The Windmill
- Tinkers Green
- The Parish Church of St. Peter and St Paul
- Burgh Baptist Church
- The Methodist Church
- Burgh Library



## APPENDIX 2 CONTINUED - STANDARD OPERATING PROCEDURE FOR SCHOOL LEARNING AREA

**The following are potentially significant issues/hazards within our School Learning Area:**

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls (e.g. outside and also in buildings such as the Parish Church and the Windmill).
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, animal waste etc.).

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

- The Head must give verbal approval before a group leaves. This will only be given if there are clearly identified competent staff, there is confidence in the suitability of the operating produce for the School Learning Area and if there is confidence that the staff will follow the operating procedures.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of two adults for a class of 30 (Note: EYFS supervision requirements apply). In the event that a member of staff has to deal with an incident occurring in the School Learning Area, a member of staff from school will immediately join the group.
- Staff are familiar with the area, including any 'no go areas', and are familiar with appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. For example, this may be done with some simple road markings in the playground.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles).
- Access to the centre of the village is along paths running by the school and through the church yard to minimise contact with the road.
- When heading east through the village crossing High Street, the crossing by the Bell Hotel is to be used if access to the other side of the road is necessary.
- Staff and children are to wear high-visibility vests where available (except for whole-school visits to the Parish Church, where there are insufficient for all children to wear them).
- If the intended route does not involve the crossing, the lead adult(s) are to carry out an assessment of risk and cross the road in an appropriate place (i.e. clear visibility in both directions, clear visibility of the group for road users, appropriate assembly points on either side of the road).
- Groups should use footpaths and public footpaths.

## **APPENDIX 3 - STANDARD OPERATING PROCEDURES FOR ALL TRIPS**

### **GENERAL POINTS FOR ALL EDUCATIONAL VISITS**

- Visit leader to be mindful of the nature of medical information shared with volunteers.
- Children with more significant medical issues (e.g. epi-pen) are to be placed with an appropriate school adult.
- Ensure adults have the correct medication for the children in their groups and that this is returned at the end of the trip.
- Visit leader to be aware of any children who cannot be photographed and share this information appropriately (e.g. with other adults and venue adults as necessary).
- Only school devices may be used to take photographs and video.
- Adults are to be mindful of other people taking photographs/video (e.g. members of the public) and challenge if necessary.
- Cleared adults supervise toilet visits. As a minimum, children are to go in pairs.

### **PUPIL BRIEFING**

In the pupil briefing prior to the visit and/or activity, the following points will be among those covered:

- The expectation that children respect the venue, staff at the venue and members of the public who may also be at the venue.
- The necessity to move around appropriately (walking, not running)
- Which adult(s) children are with and the need to remain in contact with/in sight of/with their adult(s).
- The procedure for separation (meeting point, identification of venue adults).
- The need for appropriate footwear/clothing for venue/season/activity.
- Specific Health and Safety information relevant to the venue/activity (which will also be noted as 'Event Specific Details' on the EVOLVE risk assessment).

### **BUS/COACH JOURNEYS (taken from National Guidance and added to)**

The following points apply to all bus and coach trips:

- The level of supervision necessary should be considered as part of the risk management process when planning the journey.
- Whatever the mode of transport, group members should be made aware of the position of emergency evacuation exits, first aid stations and meeting points.
- Visit Leaders should ensure that they are able to contact the bus driver and vice-versa (for example in the event of an event overrunning or transport being delayed coming to pick up from a venue)
- First aid and medical resources and information must be easily accessible at all times.
- The Visit Leader should also be aware of alternative routes or means of travel in the event of delay or cancellation.
- Head counts and registers should be carried out whenever the group is getting off or onto transport.
- There should be a system for leaving transport (e.g. leave transport rear seats first, traffic side next, kerb side last).
- Visit leaders should, in conjunction with the transport provider and venue, arrange drop-off points as close as is practicably possible to the venue, ensuring that passengers are exiting into a safe area.

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- It is particularly important that young people should be made aware of safety requirements and expected standards of behaviour when getting on or off transport at pick-up and drop-off points and when assembled in waiting areas.
- Double-decker buses/coaches will require at least one supervisor on each deck.
- In any seating arrangements, thought should be given as to where it is best to place leaders, ensuring that the arrangements will support the management of discipline and adult proximity to emergency exits. Children should not be seated at emergency exits.
- Visit leaders should plan sufficient stops at suitable areas, ensuring these are operationally viable with any providers and drivers.
- In the event of an accident or breakdown, the group should remain under the direct supervision of the Visit Leader or Assistant Leaders. If the vehicle is in danger of being hit while broken down (e.g. if it is on the hard shoulder of a motorway or dual carriageway, or is partially blocking a road) the visit leader or driver should contact the police to provide safety support. Whether it is safer to keep the group on board the vehicle, or to disembark and wait elsewhere, is a matter that will need to be risk assessed on the basis of the specific circumstances. If the decision is to keep the group on board the vehicle, then it is recommended that the rear seats are vacated and the young people moved forward towards the front.
- Visit Leaders should ensure that seat belts are fastened.
- Visit Leaders should consider whether it is appropriate for young people to wear a high-visibility and easily distinguished article of clothing.
- Young people should be made aware that they are not allowed access to the driving area at any time.
- If the party travels in more than one coach then consideration must be given to the distribution of the leadership team. All leaders should be aware of who is travelling on which coach and have access to emergency information.

Issue	Suggestions on how to manage it
Travel to venues	<ul style="list-style-type: none"> <li>• Whenever possible, plan activities in your local learning area.</li> <li>• Where local venues/locations can be reached via the means of walking, follow the schools walking risk assessment whilst ensuring social distancing is possible or walking in social bubbles.</li> <li>• Coach/minibus travel should be on a dedicated school service.</li> <li>• Take all reasonable actions to ensure pupils are grouped where possible in the bubbles that are adopted in school.</li> <li>• Supervise the use of hand sanitiser upon boarding and disembarking.</li> <li>• Vehicles should have additional cleaning in place - consult with coach company.</li> <li>• Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling ventspace - consult with coach company.</li> <li>• Schools should avoid where possible the use of public transport. If public transport is used, then face coverings for those over 11 should be worn.</li> <li>• Schools should avoid car shares at this time. See <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#transport">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#transport</a></li> </ul>
Local indoor spaces	<ul style="list-style-type: none"> <li>• Review terms of use and have an agreed contract in place.</li> <li>• Ensure Public Liability insurance in place.</li> <li>• Check that a venue risk assessment is in place and that it is a 'COVID Secure' Venue.</li> <li>• Ensure the space is appropriate for the age, needs and planned activities and that social distancing rules can be adhered to.</li> <li>• Confirm that good hygiene facilities are available and that personal protective equipment is provided and meets PHE recommended standards.</li> <li>• Negotiate sole access and use of the site.</li> <li>• A first aider must be provided by the school appropriate to the age of the students.</li> </ul>
Local outdoor spaces	<ul style="list-style-type: none"> <li>• If possible, negotiate temporary exclusive use of the outdoor space.</li> <li>• Ensure a risk assessment is in place for use of the site including considerations for the weather.</li> <li>• Agree terms of use with the landowner such as what activities are prohibited, rules and regulations, access and egress and discuss any specific hazards the site may have e.g. lakes.</li> <li>• Ensure Public Liability insurance is in place if the land is privately owned.</li> <li>• Confirm that good hygiene facilities are available and that there is sufficient space for social distancing including factoring in members of the public and other groups who may also be using the space.</li> <li>• If a shelter is erected in the event of the weather declining, ensure that social distancing can still be maintained.</li> <li>• Set up the environment to prevent bottle necks occurring and consider staggering the start of tasks.</li> <li>• A first aider must be provided by the school appropriate to the age of the students with an appropriate and sufficiently stocked first aid kit.</li> </ul>
Providers and venues	<ul style="list-style-type: none"> <li>• Discuss and check what measures are in place by the provider in terms of risk management and Covid-19 to prevent infection.</li> <li>• Discuss with the provider the terms and conditions of the booking especially cancellations due to Covid-19.</li> </ul>

	<ul style="list-style-type: none"> <li>• Where possible a pre visit should be carried out to check measures are in place and discuss any concerns with the provider.</li> <li>• Either use a venue/provider that is accredited as COVID Secure by the Council for Learning Outside the Classroom (CLOtC) via <a href="http://kaddi.com/">http://kaddi.com/</a> or ask the venue/provider to supply the below completed declaration found at <a href="https://www.gov.uk/government/publications/staying-covid-19-secure-in-2020-notice">https://www.gov.uk/government/publications/staying-covid-19-secure-in-2020-notice</a>. If they are to provide instruction or supervision, and are not CLOtC Quality Badge holders, please also request they complete an External Supplier Check Form (found on EVOLVE) as school would have previously</li> <li>• Where possible the visit should be comprised of students in a pre-existing bubble. If this is not possible then social distancing measures should be implemented.</li> <li>• Consider and discuss with the provider how where possible people from different groups will be kept separate and if this is not possible what measures will be in place to prevent infection.</li> <li>• Confirm with the provider what facilities will be accessible for your visit.</li> <li>• Due to the current pandemic it is possible that staff changes could be more frequent and this needs to be considered in the planning.</li> <li>• The school and provider should have a clear plan in place should someone start showing symptoms of coronavirus.</li> </ul>
Volunteers	<ul style="list-style-type: none"> <li>• Follow the school's/employer's policy for using volunteers.</li> <li>• Brief parents on what measures are in place and expectations.</li> <li>• Check that the volunteer is not vulnerable or in a high-risk category for Covid-19.</li> <li>• Ensure the volunteer follows government guidance, is symptom free and has no members of their household who are symptomatic.</li> <li>• Ensure 2m social distancing is maintained at all times between pupils, staff and volunteers.</li> <li>• Minimise mixing across bubbles</li> </ul>
Activity selection	<ul style="list-style-type: none"> <li>• Avoid activities that have a higher likelihood of minor injuries.</li> <li>• Avoid activities that require physical contact.</li> <li>• Ensure that there is adequate space for the activity. It may be possible to mark out designated areas/zones for individuals to work in to reduce the likelihood of contact.</li> <li>• Only deliver activities that conform with the employer's policies, procedures and any generic risk management plans or standard operating procedures.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• Sort equipment into batches to reduce multiuse by different groups/bubbles.</li> <li>• Equipment must not be reused before it has been cleaned.</li> <li>• Where equipment cannot be cleaned, it should be left for 72hrs before being used again.</li> <li>• Equipment should be appropriate for the age of the student and the activity for which it was designed.</li> </ul>
External provider visiting site	<ul style="list-style-type: none"> <li>• Follow the employer's procedures for selecting and contracting external providers.</li> <li>• Ensure the provider staff remain outside, where possible, for the duration of the visit.</li> <li>• Before booking, ensure the external provider has a risk management plan that covers Covid-19 measures which are in line with the school's/employer's requirements.</li> <li>• Ensure social distancing rules are adhered to.</li> </ul>
Student behaviour	<ul style="list-style-type: none"> <li>• Review updated school behaviour policy and draw students' attention to new COVID-specific areas and how these will be implemented whilst offsite</li> </ul>

SEND	<ul style="list-style-type: none"> <li>• Discuss with SENCO prior to the activity any additional needs and support that might be necessary or helpful to aid SEND students participating successfully.</li> <li>• Ensure that any access or other logistics on transport or at venues allow for additional arrangements or adjustments that SEND students may need to make in order to remain COVID safe.</li> <li>• Group work must be delivered following COVID-19 procedures and normal activity procedures.</li> <li>• Ensure the group size is manageable considering STAGED and enabling social distancing.</li> </ul>
Group size	<ul style="list-style-type: none"> <li>• Group work must be delivered following COVID-19 procedures and normal activity procedures.</li> <li>• Ensure the group size is manageable considering SAGE and enabling social distancing.</li> </ul>
Expeditions	<ul style="list-style-type: none"> <li>• The local area should be used for expeditions to reduce travel requirements.</li> <li>• Activities should start and finish within the school grounds or at a pre-arranged location utilising parental drop-off/collection whenever possible.</li> <li>• Students should be arranged into groups of no more than 6 people and each group must remain within a social bubble throughout.</li> <li>• Maintain social distancing among students, staff and parents.</li> <li>• Groups should be reminded to socially distance from members of the public.</li> <li>• Guard against groups 'bunching up'.</li> <li>• Pre-packaged food and drink to be carried individually.</li> <li>• Participants are trained in basic first aid and encouraged to self-administer or to receive more expert advice from a distance</li> <li>• Advise against equipment sharing and ensure that participants carry individual maps, compasses etc.</li> <li>• Participants should individually carry tissues, hand sanitiser or wipes to regularly clean hands and have a bag to dispose of tissues and wipes.</li> <li>• All participants should understand rescue procedures in the event of an accident including the requirement for increased self-reliance as a party owing to limitations placed on the services of Mountain Rescue at this time.</li> </ul>
Hygiene	<ul style="list-style-type: none"> <li>• Ensure facilities and means for regular hand washing are available.</li> <li>• Hands must be washed before and after touching shared objects, such as activity equipment, before eating and after using the toilet.</li> <li>• Participants should provide their own food and drink and not share with others.</li> <li>• All staff and students should avoid touching objects shared by the public such as gates and door handles.</li> <li>• Antiseptic gels and/or wipes, tissues and bags for waste must be carried by staff.</li> <li>• Anyone who wishes to wear a face covering should be permitted to do so unless it is agreed that it would cause a serious risk to their safety during the activity.</li> <li>• Ensure any staff or pupils who wear face coverings follow the processes for removal, storage/disposal of the mask and that they must hand wash on arrival in line with the guidance on <a href="#">safe working in education, childcare and children's social care</a></li> <li>• Regular reminders of the rules and enforcement of them is the responsibility of all staff.</li> <li>• Any antiseptic sprays, wipes and/or hand gels should not be left unsupervised.</li> <li>• Only sprays and wipes supplied by the establishment should be used and all staff must be briefed on their use.</li> <li>• All substances must be used as specified on the container.</li> <li>• All waste must be properly disposed of.</li> </ul>
First aid	<ul style="list-style-type: none"> <li>• Ensure a bag is carried for any waste produced by the administration of first aid or personal care such as gloves, masks, disposable aprons and eye protection.</li> </ul>

	<ul style="list-style-type: none"> <li>• First aid needs to be appropriate to the age of the children.</li> <li>• Wherever possible, encourage self-administration of first aid or being 'talked through' from a distance.</li> </ul>
Crisis management	<ul style="list-style-type: none"> <li>• If a member of staff develops symptoms of coronavirus, they need to be sent home immediately, the emergency contact for the visit called and a replacement member of staff sent where possible. The visit leader will need to assess the current situation to determine if it is safe to continue without the member of staff or if the visit should be suspended and the group returned to school.</li> <li>• If a pupil develops symptoms, they will need to be sent home immediately. While they await collection, they should be moved to a room or area that can be isolated (2m away from others), ideally behind a closed door. If supervision is required due to the age or needs of the child, the supervisor should wear appropriate PPE.</li> <li>• If the person with symptoms requires the bathroom whilst they are waiting to be collected, they should use a separate bathroom, where possible. The bathroom must be cleaned and disinfected before anyone else can use it.</li> <li>• Schools should have plans in place for the eventuality that a parent cannot collect their child from a visit.</li> <li>• The visit leader should ensure that along with the first aid kit there is appropriate PPE should it be required.</li> </ul>

#### Further advice and guidance

The Department for Education (DfE) has issued a range of guidance for teachers, school leaders, carers, parents and students at:

[www.gov.uk/coronavirus/education-and-childcare](https://www.gov.uk/coronavirus/education-and-childcare)

OEAP National Guidance regularly update their advice in respect of Covid-19 at:

<https://oeapng.info/downloads/download-info/4-4k-coronavirus/>



**APPENDIX 4 – PRIVATE CAR FORM**

St. Peter & St. Paul CE Primary School, Burgh-Le-Marsh  
 RESPECT COMPASSION COURAGE



**PRIVATE CAR FORM**

**Use of a private car to transport young people**

<b>1</b>	To: The Head of St. Peter and St. Paul CE Primary School, Burgh-Le-Marsh	(Establishment)
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**I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.**

<b>2</b>	Signed: _____ Print name: _____
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<b>3</b>	Address: _____ _____ _____ _____
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<b>4</b>	Date: _____
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The LA and the establishment reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, insurance, Driving Licence

	Insurance cover required
For teachers, youth workers, or other LA employees	<i>'Use by the Policyholder in connection with the business of the Policyholder'</i>
For parents and other volunteers	<i>'Use for social, domestic and pleasure purposes'</i>

*"Striving for excellence together in a caring Christian community."*

