



## Educational Visits Policy

### Our Shared Vision

**Striving for excellence in everything we do**

High Quality  
Education for  
ALL

Effective  
home/school  
and community  
partnerships

### Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

|                                  |                          |
|----------------------------------|--------------------------|
| Approved by: Full Governing Body | Date:                    |
| Signature (Chair of Committee):  | Signature (Headteacher): |

|                              |                              |
|------------------------------|------------------------------|
| Last reviewed on: April 2026 | Next review date: April 2027 |
|------------------------------|------------------------------|



This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

***Article 3 Best Interests of the Child***

The best interests of the child must be a top priority in all decisions and actions that affect the child.

***Article 4 Implementation of the Convention***

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

***Article 28 Right to Education***

Every child has the right to an education. Primary education must be free.

***Article 31 Leisure, Play and Culture***

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

This policy has been written following the guidance outlined in:

The National Guidance - Outdoor Education Advisers' Panel (OEAP)

<https://oeapng.info/>

London Borough of Barking & Dagenham Children's Services Policy and guidance governing:

- Educational Visits
- Off-site activities
- Adventure Activities
- Learning Outside the Classroom

***It is included as Appendix 2 within this document.***

Other school policies to refer to: Use of Transport Policy

Critical Incidents Policy and Response Plan

Key Medical Policies

Code of Conduct for Supervising Adults (Appendix 1)

## **Introduction**

As part of our commitment to the wider curriculum, we believe that it is important to enrich our children's experience with educational visits. Educational visits provide opportunities for all pupils to engage with stimulating and exciting environments to promote learning, personal development and understanding of the world in which they live.

The aims, purposes and learning intentions of any visits and off-site activity must be clear. Careful consideration should be given to the health, safety and well - being of all participating in the visit. This policy is designed to ensure that pupils stay safe and healthy on school visits.

Every effort is made to ensure that educational visits and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, Pupil Premium status, ethnic origin, sex, religion etc. All young people should be encouraged to participate in as wide a range of activities as possible. If a visit is to cater for pupils with special needs, a suitable venue should be selected.

## Key Staff and Roles

Key staff are responsible for updating procedural requirements and monitoring all arrangements. Key staff are expected to attend relevant training to keep up with changes to guidance.

Educational Visits Coordinator: Mrs Lillian Stonier (Supported by Mrs Paula Thornton and Mrs Agnieszka Diurda)

Line managed by: Mrs Marie Ziane (Head teacher)

The Chair of Governors should be informed of all off-site activities involving an overnight stay.

*Roles of staff further clarified in LBD document – appendix 2*

The following checklist has been drawn up with reference to the LBD guidelines detailed in 'School Off-site Visits' and 'Venturing Safety' documents and must be followed when organising any off-site visit.

## Planning Stage

| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Responsibility of...                                               | When?                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Plan enrichment and educational visits into the annual <b>trip overview</b> for the term/year, ensuring there is a clear purpose for each planned activity linked to planned learning.<br>T:\Resources\Whole School Events and Enrichment\Trips\2025 - 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Class teachers<br>Monitored by<br>DHTs                             | At the start of the year.                                                      |
| Check the school <b>calendar</b> for suitable dates, ensuring that they do not impact on any other school activities already scheduled and <b>inform the Deputy Head Teacher</b> (LS) so it can be added to the calendar.<br><br>If possible, avoid trips on a Monday, as it is more problematic for the kitchen staff to sort packed lunches.                                                                                                                                                                                                                                                                                                                                                                                                                                        | Class teachers<br>Supported by<br>DHTs                             | At the start of the year.                                                      |
| For each educational visit planned, class teachers have the responsibility for planning and organising the trip/event. The more senior/experienced teacher will be referred to as the <b>lead teacher</b> but both teachers should support the planning of trips.<br><br>Make contact with the venue to discuss:<br>-availability of dates<br>-what they offer<br>-arrangements for the day<br><br>The office can do final bookings once the detail has been decided.<br><br>Communicate clearly with ARP (Mandy) and Zenden staff (Bernadette and Zenden lead) regarding the suitability of this trip for their children and include them in all planning and organisation.<br>Only share letters/communication and set up payments for children who are actually going on the trip. | Class teachers<br>ARP and<br>Zenden staff<br>Agnieszka<br>(office) | Ensure that enough time is allocated to meet deadlines and plan appropriately. |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                             |                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------|
| <p>Save your own copy – do not add your information to the MASTER copy.</p> <p>Save copies in the 'Trips' folder.</p> <p>Raise any concerns about access arrangements for individual children who have additional needs so that an individual risk assessment can be carried out and parents/carers informed of decisions made.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>ARP/Zenden staff.</p>                                                                    | <p>is scheduled to take place.</p>              |
| <p>The office will collect parent/carer <b>permission slips</b> and set up <b>payments</b> via School Grid.</p> <p><b>Trip Information Spreadsheet</b> to be updated by Agnieszka as slips are returned and payments made.<br/>Agnieszka to communicate this with teachers.</p> <p>These are saved in T:\Resources\Whole School Events and Enrichment\Trips\2025 – 2026.</p> <p>Teachers to use this spreadsheet – from the day all slips/payment is due- to follow up on children who have not yet paid or returned slips.</p> <p>Agnieszka to support this in last couple of days if any still outstanding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Agnieszka (office)</p> <p>Class teachers</p>                                             | <p>Ongoing until the day of the trip.</p>       |
| <p>Ensure appropriate <b>staffing levels</b> are in place, including parent helpers /volunteers or students.</p> <p><i>As a guide we would normally use the following:</i><br/>Nursery 1:3<br/>Reception 1:4<br/>KS1 1:6<br/>KS2 1:10<br/>Only staff/volunteers with an up-to-date DBS should be given responsibility for supervising/supporting children.<br/>Parent helpers must only accompany and support a group that is led by a member of staff.<br/>All parent helpers will be required to have at least a List 99 check carried out.</p> <p><b>To ensure fairness and transparency when selecting parent helpers:</b></p> <ul style="list-style-type: none"> <li>• Ensure that you have allowed enough time to organise this properly.</li> <li>• Set a clear deadline for parent helpers to come forward within the letter sent out about the trip.</li> <li>• Do not approach Parents/Carers before this time.</li> <li>• Parents who already have a valid DBS and list 99 may get preference as we need to consider the time it takes to get these done.</li> <li>• Ensure that you are fair selecting other helpers if you have more than you need. E.g. Have they had a turn before? Randomly drawing names.</li> <li>• Try to, if possible, have an extra parent, or a reserve, in case someone pulls out at the last minute.</li> <li>• Ensure that parents are informed if they will be needed for the trip, and if any List 99 Checks and DBS checks are needed (AD could be asked to contact them). Also inform the parents if they are not needed – the office could be asked to do this.</li> </ul> | <p>Lead teacher/class teacher</p> <p>Paula Thornton</p> <p>Teachers Supported by office</p> | <p>At least 2 weeks in advance of the trip.</p> |

|                                                                                                                                                                                                                                                                                  |                                                                                                          |                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <p>Ensure adequate <b>first aid</b> support is in place.<br/> Speak to Bernadette about using first aid trained school staff if they would not normally be with your year group all day.<br/> Discuss with SLT if support staff cover additional hours.</p>                      | <p>Lead teacher<br/> Bernadette (SENDco)</p> <p>Check with Marie Ziane (SLT) for guidance if needed.</p> | <p>By the day of the trip.</p>                                       |
| <p>Use the online <b>EVOLVE system</b> to complete/upload all pre-visit requirements – Agnieszka and Lillian can support if guidance is needed.</p> <p>Use the '<b>Local Area Visit</b>' (green box) pathway for the majority of trips planned in and around the local area.</p> | <p>Class teachers<br/> Support from Agnieszka.</p>                                                       | <p>At least 3 weeks before the visit is scheduled to take place.</p> |
| <p>Write an <b>itinerary and brief guidelines</b> sheet for all parent helpers/volunteers to ensure they are fully aware of their role.</p> <p>Share information about the <b>parent code of conduct</b>.<br/> A copy can be located in Appendix 1 of this document.</p>         | <p>Lead teacher</p>                                                                                      | <p>At least one week in advance of the trip.</p>                     |

#### At least the day before

|                                                                                                       |                     |                                                      |  |
|-------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------|--|
| <p>Review travel arrangements and alternative routes are planned for.</p>                             | <p>Lead teacher</p> | <p>At least the day before – preferably earlier.</p> |  |
| <p>Michelle S to check asthma register and class medical information and share with lead teacher.</p> | <p>Michelle S</p>   | <p>At least the day before – preferably earlier</p>  |  |

#### On the day

|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                |                       |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--|
| <p>Arrange for packed lunches to be collected from the Dining Hall.</p>                                                                                                                                                                                | <p>Class Teachers (LSAs)</p>                                                                                                                                                                                   | <p>From 8.00 a.m.</p> |  |
| <p>Ensure first aid equipment and any medication for individual children is available to take with you.</p> <p><b><i>The class teacher is ultimately responsible to monitor that all necessary first aid is available as stated in the RA.</i></b></p> | <p>Michelle S to ensure all first aid/medication is allocated for each class/child</p> <p>First Aider for trip to check that First Aid kit has all necessary equipment and each child has their medication</p> | <p>From 8.00 a.m.</p> |  |

|                                                                                                                                                                                                                                                                                                                                                                              |                                                |                             |  |
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|                                                                                                                                                                                                                                                                                                                                                                              | <b><i>BEFORE<br/>LEAVING THE<br/>SITE.</i></b> |                             |  |
| All children and staff must wear <b>high visibility vests</b> .                                                                                                                                                                                                                                                                                                              | Class teachers                                 | From 8.00 a.m.              |  |
| Collect the <b>school mobile</b> from the school office.<br>Share number with rest of adults supporting.                                                                                                                                                                                                                                                                     | Lead teacher                                   | From 8.00 a.m.              |  |
| Review <b>contingency plan for travelling</b> on public transport if there is an emergency situation and your preferred route is no longer viable.                                                                                                                                                                                                                           | Lead teacher                                   | From 8.00 a.m.              |  |
| Print off a copy of the <b>class register</b> and ensure this is kept up to date and carried by the lead teacher.<br>The lead teacher must also ensure that if only selected pupils are going off site before registration, that the office must be given a copy of the register for that particular trip. This is to ensure that the class register is completed correctly. | Lead teacher                                   | From 8.00 a.m.              |  |
| Remind children of safety and behaviour rules.                                                                                                                                                                                                                                                                                                                               | Class teachers                                 | Registration time           |  |
| Final brief of accompanying staff and parent helpers/volunteers and distribute copies of itinerary and guidelines.<br>For some trips, this will need to be done prior to the day of the trip.                                                                                                                                                                                | Class teachers                                 | Registration time           |  |
| Encourage children to visit the toilet before leaving.                                                                                                                                                                                                                                                                                                                       | Class teachers                                 | Registration time           |  |
| On arrival at the venue, <i>phone or text the school office</i> to confirm your arrival.<br>On leaving the venue, <i>phone or text the school office</i> to inform of any changes to planned return time so that parents/carers can be informed of any delays/changes.                                                                                                       | Lead teacher                                   | On arrival and on departure |  |

## EMERGENCY PROCEDURES FOR SCHOOL TRIPS

1. Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together.
2. Inform the school contact. The school contact number should be accessible at all times during the visit; details of the incident to pass on to school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom).
3. No one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to the Borough Communications Manager, Mr Von Edomi, 0208 227 2022. No one in the group should discuss legal liability with other parties.
4. It is important to be able to identify group members readily so we wear HiVis jackets, this includes all adults. However, no student should display their name clearly on their clothing – this could result in their being isolated from the group by an apparently friendly, personal call.
- 5. If an accident happens, the priorities are to:**
  - a) Assess the situation
  - b) Safeguard the uninjured members of the group; attend to the casualty
  - c) Inform the group lead so they can inform emergency services (if requires) and the school office of the incident. The school office will then notify the next of kin of any casualties.

## Appendix 1



### Code of Conduct for Adults Supervising on Educational Visits

Thank you very much for the time and energy that you are contributing to this educational visit. The information below should help make most aspects of the visit clear. If you have any further questions, please talk to the group leader.

#### You can expect school to provide you with:

- Clear guidance on how children are expected to behave.
- An understanding of the educational purpose of the visit.
- Ideas for questions to help engage the children in aspects of the visit.
- Clear guidance on control measures to minimise the hazards involved e.g. crossing busy roads, use of transport etc.
- An outline of the programme for the visit.
- Information about where the toilets/first aid stations are and what to do in an emergency i.e. if a child is separated from you or needs medical attention.
- The names of the children in your group.
- The names and phone numbers (as appropriate) of the other adults accompanying the group.
- Information on meeting points and recall signals.

#### We expect that all supervising adults:

- Follow the procedures outlined by the group leader.
- Act responsibly and inform the group leader as soon as possible if there are any problems.
- Talk to the children about the visit.
- Count the members of your group regularly and know where they are at all times.
- Warn children about the potential hazards.
- Have the means to tell the time accurately e.g. a wristwatch or mobile device.

#### For safety reasons you must not:

- Use your mobile phone for personal reasons while supervising children.
- Smoke or drink alcohol.
- Use inappropriate language.
- Take photographs of children and share this on social media.

#### Visit Details:

We are visiting \_\_\_\_\_.

The purpose of the visit is \_\_\_\_\_

We will depart from \_\_\_\_\_ at \_\_\_\_\_

and return at \_\_\_\_\_ .

The group leader is \_\_\_\_\_ tel: \_\_\_\_\_

Medical needs are an issue for the following members of your group:

\_\_\_\_\_

Our first aider is \_\_\_\_\_

Suitable clothing would be \_\_\_\_\_

You will need to bring a packed lunch.

## Appendix 2

### Barking and Dagenham Educational Visits Guidance

*Last updated November 2023*

#### Overview of the policy for the management of educational visits and learning outside the classroom

The Local Authority require all maintained and voluntary controlled schools and other children's services establishments to have the following in place. Whilst this is not mandatory for academies, schools within academy trusts are strongly advised to have this in place.

- A policy for learning outside the classroom that adopts and follows Outdoor Education Advisers Panel (OEAP) national guidance.
- Ensure that they have a member of staff employed as an Educational Visits Co-ordinator (EVC), who has completed an accredited Outdoor Education Advisers Panel (OEAP) EVC training course.
- Ensure that their EVC attends revalidation courses at least every 3 years.
- Have access to a named OEAP adviser (listed as a registered or accredited member on the **OEAP website**) for advice, support and further training. In the case of Barking and Dagenham, please email [educationcoreteam@lbbd.gov.uk](mailto:educationcoreteam@lbbd.gov.uk) in the first instance.
- Have systems in place that require the Local Authority to scrutinise and approve higher risk visits that are either adventurous, international, residential or involve the planned use of water outdoors.

*N.B. For the purposes of OEAP National Guidance, an adventurous activity is defined as an activity which is exciting and challenging and which involves significant inherent risk of harm, without which the activity would lose much of its value, and/or which takes place in a remote or hazardous location.*

#### Evidencing School's Arrangements

For those schools that are maintained schools or have an SLA in place, the Local Authority's Health and Safety Team conduct an audit (usually every 3-4 years) which supports schools to consider whether they have suitable arrangements in place with regards to managing educational visits.

#### Training courses

All Educational Visits Co-ordinators (EVCs) in maintained schools are required to undertake an approved training course. The course remains valid for 3 years.

The Local Authority will commit to delivering this course annually, with virtual and face to face options available. Other training providers are also available. Visit the **OEAP website** to find out more.

#### Plan an off-site visit

Planning a visit may appear to be a daunting process. This guidance aims to ensure that staff have access to practical advice, support and guidance. The initial contact for advice about learning outside of school should be the Educational Visits Coordinator (EVC) in your establishment.

The **Outdoor Education Advisers' Panel National Guidance website** provides advice for planning visits, checklists and up-to-date information for your role as a:

- Visit Leader

- Assistant Leader
- EVC
- Headteacher
- Governing Body

## **Emergencies**

In the event of an emergency, as well as emergency services, visit staff should contact their school alerting their senior management team. Schools and establishments should ensure that emergencies are included in their risk assessments. A list of contact details for wider emergency services is given on Barking and Dagenham's website.

Details of how to contact the Local Authority are given here. Maintained schools must inform the LA as soon as possible if there is a serious incident. Should you need to contact the LA out of hours by phone, the out of hours contact number is 020 8215 3000, where the on duty Silver Command will be notified if necessary.

## **Specific activities**

Schools are encouraged to use the **Outdoor Education Advisers' Panel National Guidance website** as a starting point for all detailed advice and guidance. A range of **advice is available for specific activities**.

## **Choosing a provider – quality badges**

The Outdoor Education Advisers Panel accepts the **Learning Outside the Classroom Quality badge** as evidence of robust safety and quality management systems. **Check to see whether the provider has a quality badge**.

If your provider doesn't hold the LOfC Quality badge you should use the 8.1q provider statement form to ensure they adhere to national standards. You can download this from the **OEAP website**.

## **Choosing a provider – Licenses**

**The Adventurous Activities Licensing Service (AALS) licence** or Adventure Mark badge are required for providers that offer adventurous activities that are in scope. It is important that schools only use providers that hold such licenses for adventurous outdoor activities, and that they are in date.

**Check to see if your provider holds a licence**

## **Risk Assessments**

Assessing and managing risks is part of the process of good planning and delivery of any educational visit. Where schools are using outside providers, activity specific risk assessments should be provided. However, it is important that the Visit Leaders and EVC read them carefully to assure themselves appropriate steps are being taken and to better understand the risk assessment process, and how they can best support the activity in staying safe.

Where the school is leading an activity, the school has responsibility to ensure a thorough and up to date risk assessment is in place, that has been signed off by the EVC as a minimum. Risk assessments must include travel to and from the provider or setting, and these should be led by the school.

Risk assessment must also account for the specific needs for all the group. This may include, but not be limited to, medical needs, physical needs, emotional needs, as well as personal emergency evacuation plans (PEEP) where applicable.

*N.B. Reviewing risk assessments for activities at Trewern Outdoor Education Centre is not required, as it is Local Authority managed provision.*

## **EVOLVE – Educational Visit management system**

The Local Authority continues to fund EVOLVE as the educational visit management system. Licenses are in place for all schools and Local Authority establishments, including academies.

Training on the EVOLVE system will be offered annually for those that need it. Should your school require staff specific training, then please contact [educationcoreteam@lbdd.gov.uk](mailto:educationcoreteam@lbdd.gov.uk) as bespoke training can be provided. Guidance on how to use the system, including creating and amending staff accounts can be found on EVOLVE's help pages (log in required).

The Local Authority only funds the core EVOLVE system for schools. Schools may opt to purchase EVOLVE+ which allows them to sync EVOLVE with their school MIS system, send messages to parents and pupils, and more.

For general enquires regarding EVOLVE, please contact [educationcoreteam@lbdd.gov.uk](mailto:educationcoreteam@lbdd.gov.uk).

## **Appendix 3**

### **London Borough of Barking & Dagenham Children's Services Policy and guidance governing:**

- **Educational Visits**
- **Off-site activities**
- **Adventure Activities**
- **Learning Outside the Classroom**

#### **Note.**

This policy was revised in 2002, 2013 and 2017 and reviewed in 2018.

The first written guidance of 2002: VENTURING SAFELY is detailed and of good quality. There are though, references to posts of responsibility such as the advisory teacher for outdoor education, which no longer exist. This revised policy advice does not render VENTURING SAFELY inadequate, but simply brings policy in line with the current local provision and National Guidance.

#### **Introduction**

Every year, a large number of children and young people participate in educational visits or off-site activity sometimes including an adventurous activity as part of their educational experience or personal development. These activities and opportunities are integral to a rounded educational experience, which excites, challenges, motivates and stimulates learners. This policy sets out how the Children's Services of the London Borough of Barking & Dagenham will support the leadership of this aspect of learning, including health and safety requirements so that young people can safely discover and learn from the world beyond their classrooms and settings.

This policy and guidance document recommends the adoption of online advice and guidance provided by the Outdoor Education Advisory Panel (OEAP) as the principal source of advice and guidance. The National Guidance (NG) is adopted within the local authority policy, as the source of guidance to schools, adults and other settings. This web – based resource has the features expected of online resources, being dynamic, regularly updated and interactive where it needs to be. As such, it will be fit for purpose into the future. This policy and guidance does not replace the imperative for schools and responsible adults to make health, safety and well-being their highest priority. Schools and other centres must have a clear chain of responsibility and adopt risk assessments, which are fit for purpose. These need to take account of the nature of risks and state clear procedures and expectations of supervising adults, in order to maintain the health and safety of young people. The following policy and guidance will support schools and supervising adults in assessing risk, reviewing their existing procedures and making improvements or introducing changes where needed.

#### **LEGAL BASIS**

The coalition government took steps to reduce the burden of administrative demands made on schools. This included reduced requirements governing educational visits. Guidance entitled

**Health and safety: Advice on legal duties and powers dated June 2013** replaced many previous documents <sup>1</sup>. In addition, the DFE draws attention to advice provided by the Health and Safety Executive <sup>2</sup>

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<sup>1</sup> <http://www.education.gov.uk/aboutdfe/advice/f00191759/departamental-advice-on-health-and-safety-for-schools>

<sup>2</sup> <http://www.hse.gov.uk/services/education/school-trips.pdf>

The national advice was reviewed in 2015 and now includes guidance for schools to produce an **EMERGENCY PLAN** :

**DFE Guidance: Emergency Planning and Response** (see link below)

**The 2013 guidance on Health and Safety** has a lighter emphasis on parental consent than previously the case. This is reduced to a single consent for activities which are part of the curriculum provided by the school, with the exception of high-risk activities which require detailed forward planning. Parents must be informed of all visits, but for the majority, no additional consent is required. The single parental consent remains. The form is available at the link below<sup>3</sup>

**THE 2015 EMERGENCY PLAN guidance** <sup>4</sup> includes a broader range of potential emergencies:

“Your emergency plan should be generic enough to cover a range of potential incidents that could occur, including:

- serious injury to a pupil or member of staff (eg transport accident)
- significant damage to school property (eg fire)
- criminal activity (eg bomb threat)
- severe weather (eg flooding)
- public health incidents (eg flu pandemic)
- the effects of a disaster in the local community

However, it is important to make an assessment of the nature of risk in each visit. Different types of visit present varied risk. Schools need to gauge the level of risk and set out the response to manage those risks.

Your emergency plan should cover procedures for incidents occurring during and outside school hours, including weekends and holidays. You should also include emergency procedures for extended services, such as breakfast clubs, after-school clubs and holiday activities.” (opening description of guidance.... see footnote 4)

The emergency Planning process is supplemented by the Civil Protection procedures of the London Borough of Barking & Dagenham. When planning, schools must take note of the **emergency planning contacts identified in section 17 of this document**. This is in addition to the school's own emergency contact procedures.

Headteachers, governing bodies and local authorities remain liable for ensuring the health and safety of their employees and children in maintained schools and settings. Schools are advised to provide sufficient guidance, training and clear structures for the assessment of risks and educational benefits, so that children have a rich educational experience in a safe environment.

**Risks to pupils, staff, volunteers, governing bodies and the local authority include:**

- risks which arise from consideration of the requirement to ensure health and safety under the **Health and Safety at Work act 1974** and the **Management of Health and Safety at Work Regulations 1999**. This legislation in particular, imposes duties to manage risks and offer protection.
- safeguarding and child protection risks
- reputational risk
- the risk of poor-quality educational provision and safeguarding measures in the eyes of the community, governors, parents and external evaluators such as Ofsted

The government guidance sets out the responsibilities of local authorities in controlled, voluntary aided and community schools. It does not require specific actions on the part of local authorities, rather reminds local authorities that they:

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<sup>3</sup> <http://www.education.gov.uk/schools/adminandfinance/healthandsafety/f00191759/departmental-advice-on-health-and-safety-for-schools/parental-consent>

<sup>4</sup> <https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

“may give a direction concerning the health and safety of persons (including pupils) on the school's premises or taking part in any school activities elsewhere.”

However, should anything go wrong, it is made clear that individuals are unlikely to be held to account and that the employer will be liable. It is necessary to provide clear structures and guidance, which balance risk and safety, rather than leaving issues relating to children's wellbeing to be tested in the courts.

## **DEFINITIONS**

### **Adventure Activities**

Activities that take place in challenging environments that can present technical or environmental complexity in the organisation or delivery of the activity. Many adventure activities have well established National Governing Bodies that train, assess and validate the competency of staff to lead in the activity.

### **Educational Visits**

All visits with a group of young people that leave a school site, to journey to another location, either during the school day, or for extended periods beyond the school day. This usually does not include work experience or activity in schools on split sites. The activity is planned and organised by the school.

### **Off-site Activities**

Activities that occur away from the base of regular work with children or young people organised by staff who work within Children's Services.

### **Learning Outside the Classroom (LOtC)**

Activity that takes place on the school site, and further afield. Some of this work will be covered by Educational Visits.

### **Children and Young People**

All young people under the care of Children's Services, whether from a school or other setting.

### **Staff**

In the context of this policy, Staff are defined as any employee of the London Borough of Barking & Dagenham, any agency worker or volunteer working for the London Borough of Barking & Dagenham and the Members of Barking & Dagenham Council.

## **APPLICATION OF POLICY AND GUIDANCE**

This policy and guidance applies to any of the following activities when undertaken by children and young people under the supervision or control (whether pastoral or direct) of London Borough of Barking & Dagenham staff, or which are facilitated by the London Borough of Barking & Dagenham i.e those schools for which it is the employer

- Off-site activities, visits or excursions;
- Activities that fall within the remit of Learning Outside the Classroom
- Adventure Activities.

Academies and Free Schools are not bound by this policy, but are encouraged to consider the advice and guidance provided to ensure the health, welfare and safety of young people.

This policy applies to staff regardless of whether or not the activities take place within or outside normal working hours, including weekends and holiday periods.

## **SOURCES OF GUIDANCE and compliance**

The London Borough of Barking & Dagenham formally adopts the advice and guidance provided by the **OUTDOOR EDUCATION ADVISORY PANEL (OEAP)**

“**OEAP Employer Guidance**” is signposted as the source guidance for this policy. Schools can access this guidance direct at the OEAP website: <http://oeapng.info/>

The advice offered by OEAP can be used in conjunction with the previous local guidance provided by the LBB&D manual; “VENTURING SAFELY”

## **LINKS TO OTHER POLICIES AND GUIDANCE:**

This Policy has links and relates to a number of other guidance documents and standards which are signposted in the OEAP guidance and other sources including:

- Adventure standards for D of E expeditions  
<http://www.dofe.info/en/content/cms/doing-your-dofe/activities-sections/expedition/>
- Qualification requirements for staff leading adventure activities

- The use of private cars, employment of staff and recruitment of volunteers
- Classroom Quality Badge <http://lotcqualitybadge.org.uk/quality-indicators>
- **Venturing Safely** Safety in Outdoor Education Procedures and Guidelines LB Barking & Dagenham 2002
- LBB&D Health and Safety at Work policy  
<http://lbbd/hr/health-and-safety/hs-policy-arrangements/index.htm>
- Health and safety: Advice on legal duties and powers For local authorities, school leaders, school staff and governing bodies DfE June 2013  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335111/DfE\\_Health\\_and\\_Safety\\_Advice\\_06\\_02\\_14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf)

In addition, in view of recent terror attacks, the **National Governance Association** has produced a guidance note which schools will find helpful. The guidance does not recommend cancellation of trips, but that advice is sought where there is genuine concern

<http://www.nga.org.uk/Guidance/Pupils-and-parents/Pupil-wellbeing/Guidance-on-school-trips-and-supporting-pupils-fol.aspx>

## EXPECTATION OF COMPLIANCE

It is a legal expectation that employees must work within the requirements of their employer's guidance; therefore London Borough of Barking & Dagenham employees must follow the requirements of "OEAP Employer Guidance" (EG), as well as the requirements of this Policy Statement. Agency and volunteer staff are also required to comply.

## POLICY STATEMENT

The London Borough of Barking & Dagenham (LBB&D) recognises the important role that educational visits, off-site activities, adventurous activities and Learning Outside the Classroom (LOtC) plays in providing a rich and rewarding education for children and young people whatever their age, educational attainment or circumstances.

LBB&D actively supports and encourages such activities. In so doing, LBB&D recognises that this may involve exposing participants to challenges and risks with which they may not be familiar. This policy and guidance, supported by the Outdoor Education Advisory Panel enables schools, governing bodies and others to identify and manage these risks, reducing them to an acceptable or tolerable level, ensuring a balancing of the risks against the benefits of the activity.

It is the responsibility of schools to ensure that children and young people are safe, while in their care, both on and off site. Risk assessments and the communication system established by schools, to ensure rapid response to any incidents arising, need to be robust and reliable. Schools should use the guidance set out in this document and that which is signposted from other expert organisations, to ensure that education visits are structured and managed safely.

### All activities falling within the scope of this policy should:

- Comply with recognised sector best practice guidance with respect to issues falling within the scope of this policy. For the purposes of this policy, this means compliance with the guidance issued by the Outdoor Education Adviser's Panel ([www.oeapeg.info](http://www.oeapeg.info)) unless this guidance is specifically over-ridden by a requirement within this or any other LBB&D health and safety policy;
- Be allocated sufficient resources (time, planning, staff, budget) to enable activities to be undertaken safely;
- Include a risk management process that is informed by a *Risk & Benefit Assessment* where the benefits of the proposed activity are balanced against the risks.
- *Control measures* should also be specified to show how those risks can be managed. There may be some background or residual risk elements remaining and these could be viewed as acceptable. Part of the curriculum and learning for young people is to learn how to identify and manage risk.
- Be monitored to satisfy the Council that the requirements of this policy are being met.

***Where risks to participants are viewed as unacceptable, then the activity must not be carried out until further advice has been sought through the Commissioning Director's representative).***

## OUTLINE APPROVAL AND MONITORING OF ACTIVITIES

Where activities involve either travel abroad, or the provision of "adventure activities", whether led by LBB&D staff or by a third-party provider, then *the Council requires that these be notified to the Commissioning Director's representative for outline approval early in the planning stages.*

Where activities that fall within the scope of this policy are being provided by a third party, then the Council will require that:

- Reasonable checks of any external organisations that are contracted to provide any activities, regardless of whether these activities are being carried out on or off-site, are carried out to ensure that they are competent to provide such activities;

- Checks would normally be via an external validation process using an Inspection and Accrediting Body, which may include:  
The Adventure Activities Licensing Service,  
The Learning Outside the Classroom (LOtC) Quality Badge (QB),  
Adventuremark or sector approval schemes.  
School leaders should obtain published risk assessments from such providers and be satisfied of their rigour and capacity to protect young people

### **Exceptions**

- LBB&D confirms and endorses the Learning Outside The Classroom Quality Badge (OtC QB) scheme as acceptable without further checks required.
- Trewern Outdoor Centre is part of the LBB&D and is considered to have services and control measures which will not normally need additional checks. Periodic joint scrutiny with the Head of Trewern Outdoor Centre, will be used to endorse its on – going quality

### **To secure these policy objectives, the Council will:**

- Establish and maintain systems and procedures to enable schools and settings to comply with the requirements of this policy. Specifically, all schools and settings will be required to record and manage activities falling within the scope of this policy using the OEAP 'RADAR' assessment system. Schools and other settings will be provided with forms EVA1 and EVA2 which enable them to record risk assessments and appropriate control measures, seek approval and apply for insurance cover where needed.
- Provide competent advice through the support and guidance website of OEAP in addition to the LBB&D advisory manual 'VENTURING SAFELY' to enable staff with responsibilities for any aspect of this policy to meet any requirements placed on them;

### **ORGANISATIONAL RESPONSIBILITIES AND ARRANGEMENTS:**

As set out above, all plans for the types of activity specified should be submitted to the person nominated by the Commissioning director. The director's nominated officer will liaise with the borough's Occupational Health, Safety & Wellbeing team in order to maintain effective oversight of day to day health and safety compliance.

### **The nominated officer will:**

- Maintain competence and keep abreast of legal requirements as well as sector and industry best practice with regards to activities covered by this policy;
- Report significant changes to legislation, sector and industry best practice to the Commissioning Director
- Monitor the applications made by schools and settings to ensure that they are complying with all relevant legislation and the conditions set out within this policy
- Report the significant findings of monitoring, including any recommended corrective actions, to duty holders so that they can discharge their duties in accordance with this policy.
- Liaise with the borough Civil Protection Officer to maintain effective emergency planning contacts when activities operate out of hours

### **TRAINING**

While there is no legal requirement for schools to appoint an Education Visit Subject leader (EVC), it is considered good practice, given the nature of the risks to young people. The nominated officer will coordinate the provision of training to be made available for schools periodically, based on demand and at schools own expense. This training will be provided by the OUTDOOR EDUCATION ADVISORY PANEL at current cost.

### **SCHOOL GOVERNING BODIES**

Governing bodies play a key role in providing oversight of all activities undertaken by the school. They should satisfy themselves that the school has suitable policies and procedures in place to adequately manage and monitor all activities falling within the scope of this policy. The results of monitoring should be discussed at governing body meetings.

Governing bodies are asked to formally adopt this policy and guidance, or to make their own arrangements to ensure that their responsibilities in terms of outdoor education are met.

Governing bodies may also wish to consult the National Governance Association to obtain further guidance about their responsibilities.

<http://www.nga.org.uk/Guidance/Pupils-and-parents/Pupil-wellbeing/Guidance-on-school-trips-and-supporting-pupils-fol.aspx>

### **HEADTEACHERS**

Headteachers are responsible for ensuring that any activities falling within the scope of this policy and over which they have, to any extent, control are:

- adequately resourced (in terms of planning, time, staff and budget) to secure compliance with the requirements of this policy and any associated procedures;
- notified to Children's Services where required under the terms of this policy (maintained schools)

- only led by competent people.
- controlled by risk management procedures which are robust and verifiable. This is usually recorded as part of forms EVA1 and EVA2.
- subject to reasonable checks when provided by third parties. The Headteacher is not responsible for such provider's risk assessments, but should be satisfied that they are fit for purpose.
- monitored and any significant findings communicated to Children's Services and also to the school's Governing Body so that they can maintain effective oversight of these activities.

Headteachers may appoint a member (or members) of their staff to carry out these duties on their behalf. Where such appointments are made, the Headteacher remains responsible for the standard to be achieved and, as such, they must monitor the performance of these appointed persons (Educational Visits Coordinators or EVC) to ensure that the required tasks are being carried out correctly and competently. Appointment of EVC's should be in writing and should set out clearly what tasks have been delegated to them. EVC's should have sufficient authority (i.e. they should normally be a senior member of staff) to enable them to undertake their role and should be provided with the necessary information, instruction, training and supervision to enable them to discharge their duties effectively.

### **EDUCATION VISIT COORDINATORS (EVC)**

There is no legal requirement for schools to appoint an EVC. However, it is the most certain means by which schools can gain the necessary knowledge, judge arrangements and make certain that arrangements for visits are appropriate. EVC's are responsible for undertaking any tasks devolved to them by their Headteacher. Once appointed, EVC's have an additional responsibility to ensure that they bring any significant failings relating to compliance with this policy and its associated procedures to the attention of their Headteacher.

### **STAFF**

Staff are responsible for taking care of themselves and for others affected by their actions or their omissions. In the context of this policy this means:

- Cooperating with line managers and supervisors by implementing the agreed actions of any risk management process and planning,
- Bringing to the attention of management any failings in the risk management process relating to activities falling within the scope of this policy.

It is an expectation of this Policy that all LBB&D staff will be competent to undertake such responsibilities as they have been assigned.

### **EMERGENCY PLANNING, CRITICAL INCIDENT SUPPORT AND REPORTING**

Planning for all school visits must include a robust emergency contact system. This should provide direct contact between visit leaders and named school leaders who remain in school. Such chains of contact will ensure that there is always a responsible adult available in the school community who can then contact parents and where necessary, verify that the emergency services have been contacted. Visit leaders and school leaders must ensure a robust process which can be tested, ensuring a guaranteed system is available 24 hrs a day for the duration of the journey.

### **CRITICAL INCIDENT REPORTING**

A critical incident may include an incident where any member of a group undertaking an off-site activity has

- suffered a life-threatening injury or fatality
- is at serious risk
- gone missing for a significant and unacceptable period
- the whole group is involved in a major incident

As an employer, LBB&D is committed to providing emergency planning procedures to support schools and other establishments in the event of a critical incident.

All health and safety related incidents, including any "near-misses", arising from activities covered by this policy must be reported to the Council. Unless such incidents invoke Civil Protection processes during a visit, such near misses may be reported once the visit is over.

### **CIVIL PROTECTION SERVICE AND PROCEDURES**

The Civil Protection Service is responsible for ensuring that the Council is able to respond effectively to emergencies. As a result, it maintains a 'Duty Emergency Planning Officer' (aka 'Duty EPO') rota so that the Council can be notified of an emergency at any time, 24 hours a day, 365 days per year. Notification of the Civil Protection team is not as routinely important as the robust procedure set in place by the school and should not be confused with calling the emergency services at the time of an incident.

However, all staff leading off site activities must be aware of the critical incident reporting procedures for activities out of hours.

## **BEFORE YOUR TRIP**

It is not normally necessary to involve the Civil Protection Service in the planning of Educational Visits. The school's own planning, risk assessment and emergency contact system will set out the actions to be taken and communications to be made in the event of problems. Administrators **SHOULD NOT** routinely contact the Civil Protection Team and there is no need to send lists or visit information. The school's own procedures take precedence as a planned part of safeguarding responsibilities.

## **IN THE EVENT OF AN OUT OF HOURS CRITICAL INCIDENT**

If a school group becomes involved in a critical incident and requires additional resources and support beyond the school's established emergency process, notifying the Civil Protection Service will ensure that appropriate Council officers and services can be called to ensure that the group is supported effectively. The Council Contact Centre is available to receive emergency notifications 24 hours a day, 365 days per year.

## **TO NOTIFY THE COUNCIL VIA THE DUTY 'EPO'**

If the Civil Protection team is to be involved, the nominated school leadership contact, or the group leader, can call the number below to ask to be put through to the DUTY EPO (EMERGENCY PLANNING OFFICER)

**020 8227 3792**

## **MONITORING AND REVIEW**

The effectiveness of this policy will be monitored and reviewed periodically, by the officer responsible for the policy.

Appendix

## **COACH/MINIBUS BREAKDOWN/ACCIDENT GUIDANCE**

To be issued to all visit leaders

### **Procedures in the event of Breakdown or accident**

#### **Motorways**

These are the safest roads in the country but cause the most problems when it comes to knowing what to do in the event of a breakdown or an accident.

- 1 Breakdown – the coach is on the hard shoulder, it is daylight, the coach hazard lights are working, immediately contact the police either by roadside SOS telephone or mobile phone, give location from the nearest marker post, or sign. Keep the party on the coach unless professional judgement indicates that it is unsafe to do so. However, evacuation should be considered as a last resort.
- 2 As above, but it is dark and the lights on coach have failed. In this situation staff should consider evacuating the coach. One adult should be deployed to find a suitable place behind the crash barrier, where the party can be kept together and closely watched. Pupils should be evacuated in small groups under the supervision of an adult.
- 3
  - (a) An accident occurs involving the coach. Immediately contact the police. Keep the children calm and check for injuries.
  - (b) Where has the coach stopped? Is it on the hard shoulder or on the carriageway?
  - (c) If it is on the hard shoulder then as point 1 above.
  - (d) If the vehicle is still on the carriageway ensure that all traffic has come to a stop on the motorway before even attempting to get the children off the coach, especially if it is necessary to use the emergency exit on the offside of the coach. Ensure that an adult is the first-off the coach so that the children can be taken onto the hard shoulder in small groups and away from the carriageway.
  - (e) In the event of an accident on the motorway try to be aware of what other vehicles are involved – especially goods vehicles. If a vehicle is carrying hazardous materials, they will be displaying a HAZCHEM marker board. If there is a possibility that one of these is involved, then when the adult gets off the coach to find the safest place for the pupils, be aware of which way the wind is blowing, and try to keep up wind of the lorry. If it is necessary to evacuate the coach staff should be aware of the wind direction and assemble the party up-wind of the lorry. However, it may be wiser to keep pupils on the coach.

- (f) In the unlikely event that the accident involves the coach actually leaving the carriageway onto the grass verge or even down a banking it is important to try and make a rapid assessment of the situation. If the coach driver is unconscious, it may be necessary to stop the engine. There should be an emergency stop button both in the coach, and outside, they should be clearly marked, and will only need pressing.
- (g) Call the police. It is not necessary to call all three emergency services. If you are not sure of the location, ask the driver, or find the nearest marker post at the side of the motorway.
- (h) Assess what injuries there are. If it is safe to do so evacuate the party. This should only be done when someone has identified the safest exit from the vehicle, and to assess where the pupils are going to be assembled. If it is not safe to get the pupils off the coach then leave them in position until the emergency services arrive. There may be diesel fuel leaking from the coach. This will not be a fire hazard but will make the grass or road surface very slippery. If this is the case a further call to the police should be made to inform them of the leaking diesel.
- (i) In the highly unlikely event that a fire starts on a coach it will almost certainly start at the rear of the coach or underneath in the centre. If the fire is at the rear get the pupils off the coach by the front exit starting with pupils at the back. If the fire is in the centre, then both front and rear exits will have to be used. Remember when using the rear offside exit to check that it is safe to exit and be aware of other traffic. There will be a fire extinguisher on the coach easily visible.
- (j) In all the above situations the driver should be trained and be aware of what action is necessary in an emergency.

#### **“A” Class Roads/Non-Motorway Roads**

- (a) In the event of any of the above happening off the motorway all of the above applies. When trying to find a safe place for the pupils' care should be taken in selecting a site. It may be necessary to enlist the help of the occupiers of premises at the roadside so the pupils are completely clear of the carriageway.
- (b) If it is only a breakdown and the coach is in a built-up area and vehicle speeds are relatively slow, it will always be safer for the children to remain on a coach and for them to remain seated with their seatbelts still fastened.
- (c) Obviously if the accident or breakdown is on a country road or dual carriageway then the same care must be taken as on the motorway, the children will need extra attention particularly after an accident, so everyone needs to be extra vigilant.

***This information was provided with the co-operation of South Yorkshire Police, Traffic Division.***