

Educational Off-site Visits and School-led Adventure Activities Policy



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Scope and Rational

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 William Hulme's 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 practising 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.

Employer's Policy

This Policy forms part of the health and safety arrangements detailed in Part 3 of the 'United Learning Group Health and Safety Management Policy'. It outlines the arrangements in place to achieve compliance with the duties contained within the Health and Safety at Work etc Act 1974.

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, William Hulme's:

- Adopts OEAP National Guidance www.oeapng.info, (as recommended by United Learning).
- Follows United Learning Educational Visits policy guidance.

All staff are required to plan and execute visits in line with school policy (i.e. this document), United Learning Educational Visits policy, and OEAP NG. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Educational Visits

This Policy uses the OEAP definition for educational visits as being:

- Any occasion when a young person takes part in a structured and employee-led learning activity which is carried out beyond the boundary of the normal operational base, but excepting the following:
 - Where establishments operate on a split site.
 - Work experience placements.
 - Physical Education: only the journey to and from the venue is covered by national guidance. The activity supervision should be that required or recommended by specialist PE guidance, such as that provided by the employer and Association for Physical Education (AfPE).

The principles outlined in this Policy and OEAP NG must be followed for all activities that meet the above definition.

The Status of OEAP National Guidance

OEAP National Guidance has been formally adopted by United Learning as the management system and guidance to be used by all schools in the management, delivery, and review of all educational visits.

National Guidance starts from three basic tenets:

- Well planned and facilitated opportunities to learn in the real world, away from the classroom, and to experience adventure, help to improve the lives of young people.
- Delivering learning outside or off-site does not need to be more difficult than delivering it inside a classroom. Planning and management should, therefore, be practical, proportionate, and non-bureaucratic.
- The key to effective and successful outdoor learning and off-site visits is: The right leaders doing the right activities with the right young people in the right places at the right times.

OEAP NG is comprehensive and extensive; there is no benefit to be derived from repeating its content in this Policy. It is expected that Principals, Head Teachers, Educational Visits Coordinators, Visit Leaders and other relevant school staff will familiarise themselves with OEAP NG content and keep themselves apprised of any developments relevant to their area of responsibility.

OEAP NG provides information on a broad range of topics relating to educational visits, however, this Policy only highlights those key elements that relate to health and safety management. For example, there is also detailed guidance on making the case for educational visits, inclusion, and visit charging systems.

Clarification of Roles

Role of the Educational Visits Coordinator (EVC)

Secondary EVC – Mr A J Richardson / Mr T Copestake

Primary EVC – Miss K Wren / Ms S J Caldwell / Miss L Dalton

The 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 before submitting them to the Head. The EVC's key functions are to:

- Be a champion for all aspects of educational visits and outdoor learning.

- Challenge colleagues across all curriculum areas to use educational visits and outdoor learning effectively to provide a wide range of outcomes for children and young people and contribute towards school/establishment effectiveness.
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable, and memorable educational visits/outdoor learning.
- Mentor leaders and aspirant leaders, supporting their ongoing development and training and sample monitor their activity to identify any further training needs.
- Ensure that planning complies with this Policy and OEAP NG requirements and that the arrangements are ready for approval within agreed timescales.
- Support the school's Principal, Heads of school and/or Governors in approval decisions so that all those with responsibility have the competency to fulfil their roles.
- Ensure that Trip Leaders have completed all the necessary sections for their trips on EVOLVE.
- Ensure that every activity is evaluated against its aims for learning and development, that good practice is shared, and any issues are followed up.
- Ensure that Safeguarding arrangements and procedures are followed for each trip.
- Keep the school's Strategic Leadership Team and Governors informed about the visits taking place and their contribution to education outcomes.
- EVCs must have completed an OEAP EVC training course and have this refreshed every three years.

Role of the Trip Leader

Trip leaders are responsible for the planning of their visits and completing all the relevant sections on EVOLVE for their trip. Staff must obtain permission by completing the relevant form on EVOLVE prior to planning and certainly before making any bookings or commitments. Permission will be granted by:

Primary Phase - Leigh Dalton will give permission for the trip / Sarah Caldwell and Kayleigh Wren will check the school calendar for dates.

Secondary and Sixth Form – Thom Copestake will give permission for the trip / Gina Murphy will check the school calendar for dates.

Trip leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

A Trip Leader's key functions are to:

- Be competent to carry out the lead role for the specific activity.
- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes.
- Liaise with the school's EVC to ensure that visits have clear aims and are planned to appropriately balance benefits and risks.
- Ensure that there is effective supervision.
- Ensure that all the necessary sections for their trips is completed on EVOLVE.
- Take the lead on risk management. Contacting venues for their Risk Assessments and devising the schools Risk Assessment for their trip.
- Define the roles and responsibilities of other leaders (and participants) to ensure effective supervision, appointing a deputy wherever possible.
- Ensure that child protection issues are addressed by consulting the Safeguarding Team. For **residential trips**, Trip Leaders **MUST** have a Safeguarding briefing from a member of the safeguarding team.
- Provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues).
- Ensure that informed parental consent has been obtained as necessary.
- Provide relevant information to parents and participants and arrange pre-visit information meetings where appropriate.

- Ensure that they are aware of all the medical and any safeguarding issues of the students on their trip.
- Make sure there is access to first aid at an appropriate level and any student medication that is required is taken on the trip e.g. inhalers, EpiPens.
- Ensure that all leaders and any third-party providers have access to emergency contact and emergency procedure details.
- Evaluate all aspects, both during and after the event.
- Report any accidents, incidents or near misses to the relevant teams/ parents / carers.
 - **Medical/injury** – UL Accident Report Monitoring System (ARMS).
<https://hub.unitedlearning.org.uk/sites/arms>
 - **Safeguarding** – Child Protection Online Management System (CPOMS).
 - **Behaviour** – Pastoral Team
- Ensure that they are clear and understand the schools Emergency Procedures - **Appendix 2.**
- Ensure that they are clear and understand the schools Safeguarding protocols - **Appendix 3.**

Role of Principal / Head of school

The final decision on whether or not an educational visit has been adequately planned and arranged, and that sufficient contingency arrangements are in place, rests with the Principal and Heads of School, possibly with the input of the School's LGB, who must be satisfied that this Policy and OEAP NG has been followed.

Role of Board of Governors

The governors' main role is to 'enable and ensure'; otherwise described as being a "critical friend". They will ensure that the school is following this policy and OEAP NG.

Visit Planning and Risk Management

Planning Visit

Educational Visits can be broadly divided into two categories:

Standard - Routine visits that involve no more than an everyday level of risk and are covered by establishment procedures and policies. Such visits should require minimal planning or preparation beyond what is needed to make best use of the learning opportunity. In a school context, they are simply lessons in a 'different' classroom. Example – academic visit / reward trips

Enhanced - Visits requiring additional planning, and some level of specific risk assessment. A visit moves into this category because one or more aspects cannot be managed adequately by existing procedures and policy. This may be due to distance from the establishment, the nature of the activities, the environment or venue(s), the nature of the particular group, the need for specialist leader competencies, or any combination of these. For some visits this will involve detailed planning over an extended period of time. The additional steps needed to manage these aspects should be identified and recorded. Example – residential trips / high risk activities such as a ski trip.

It is important that sufficient time is allocated to the preparation and planning of a visit which will be dependent on whether it is a standard trip or an enhanced trip.

Planning Trip Permission

In order to gain permission for a trip, staff must complete the forms on EVOLVE. Staff should also consult with the Finance Team to ensure that the trip is affordable.

Purpose of Trip

Aim - The aim of all Educational Visits is to provide students with high quality learning. Trip Leaders should be clear about the educational aims of the visit.

Appropriate - Trip Leaders must ensure that the activity is appropriate for the students on the trip whether this be age appropriate or ability level, or culturally acceptable.

Differentiated - Activities should be adapted to present learning challenges at different levels appropriate to different group members to take on different roles.

Checking Providers

Please refer to OEAP NG document 4.4h 'Using External Providers'.

Evidence must be supplied that providers/venues have relevant licences, competence and instructors are qualified. Where possible, trip leaders should use organisations that possess the Learning Outside the Classroom (LOtC) Quality Badge or The Adventure Activities Licensing Authority (AALA)

Risk Assessments

Once permission has been granted by the relevant Head of School, via EVOLVE, a risk assessment **MUST** be submitted via EVOLVE. Guidance on writing risk assessments can be found on the '*Risk Assessment Guidance Organising Educational Offsite Visits and School-led Adventure Activities*' document.

Planning is best done as a staff team, so that all staff involved can contribute to the discussion of issues and ideas, and where all staff understand the agreed plan.

A competent member of staff must prepare a written risk assessment which is suitable and sufficient for each educational visit. However, wherever possible, the use of the host venue's own Risk Assessment(s) and customising it is appropriate.

When using external providers Trip Leaders must request up to date copies of any provider's risk assessments and written evidence that supervisors and instructors are qualified and competent and that any relevant activity centre has a licence.

Risk management, in the context of outdoor learning and off-site visits, involves a risk-benefit assessment, as opposed to the standard risk assessment process used across health and safety. We cannot have all the benefits without the risks. We can eliminate all the risks only by stopping the activity – but we then lose all the benefits. Risk management is not about eliminating risk – it is about reducing it to as low as is reasonably practicable and deciding if this is acceptable in order to gain the benefits. It is a two-stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

In carrying this out the following '**SAGE** variables' must be considered in the planning, management, and delivery of visits:

Staffing: who is needed/available? The plan must work within the limits of available staff numbers, abilities and experience.

Activities to be undertaken: what do you want the group to do and what is possible?

Group characteristics: prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs.

Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base.

Risk Assessments are effectively aiming to ensure that all visits and adventure activities comply with '**SAGE**'. They should include the following as a minimum:

- Parental Consent Forms (PCFs)
- 'Plan B'
- Designated person in-charge of First Aid
- Lost Child procedure
- Safeguarding and SEN issues – especially supporting pupils with particular medical conditions
- Ratio/Supervision detail of children (especially if remote)
- Transport/Travel arrangements
- Possible code of conduct for students
- Site specific risks/hazards
- Leaders competences/qualifications

Trip Leaders must ensure that they are clear on the safeguarding needs of the students on the trip. This includes checking whether students are on the SEN register, medical register and consulting the Safeguarding Team. For **residential trips**, Trip Leaders **MUST** have a Safeguarding briefing from a member of the Safeguarding Team. The safeguarding needs of the group may result in Trip Leaders considering the planning, management, and delivery of the trip.

Staffing / Supervision

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 Principal and EVC 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.

Please refer to OEAP NG document 3.2d please refer to OEAP NG document 3.2g.

Volunteers - Vetting and Disclosure and Barring Service (DBS) Checks

For extensive guidance on the application of vetting and DBS checks, please refer to OEAP NG document 3.2g 'Vetting and Disclosure and Barring Service (DBS) Checks'.

Ratios and Effective Supervision

Please refer to OEAP NG document 4.3b 'Ratios and effective supervision'.

The Trip Leader must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place.
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

External Providers Staffing

Please refer to OEAP NG document 4.4h 'Using External Providers'.

The provider's safety policy, risk assessments and other written evidence must be checked at the initial planning stage. One of the items to check is that all provider staff who will possibly come into contact with pupils have been vetted in accordance with the safer recruitment policy.

There may be times when provider staff will be primarily responsible for the pupils. These times (and in what circumstances) must be set out and agreed at the start of the visit. Pupils must know who is in charge at any given time. The Party Leader and all trip supervisors must be especially careful when transferring pupils take place, so that there is no dilution of responsibility.

When the role of Activity Leader has been handed over to a provider, in most cases it remains good practice for establishment staff to accompany the group during the activity.

If, as in the case on some field trips, the visit is unaccompanied, then this must be made clear to parents and the Principal/Head of School must be satisfied with all the safety procedures.

Remote Supervision

After careful risk assessment, guidelines must be laid down by the Trip Leader and clearly understood by all members of the group.

- The geographical area in which pupils must stay should be clearly defined.
- Pupils must be in groups – appropriate group sizes must be determined by the Trip Leader but must be a minimum of three.
- A time limit must be set in proportion to the age of the pupils, the time of day and any other relevant factor. Anyone who returns late should understand that they will be penalised. Before dispersal, pupils must be informed of the location where a staff member can be found during the whole of the period and exactly where to reassemble.
- If pupils are allowed to leave their residential accommodation, on leaving and returning pupils must register with employees and remain in groups of three or more.
- Pupils should be reminded that in the UK it is an offence for persons under 18 to buy cigarettes, alcohol and 'illegal substances'. Other laws apply abroad. Pupils must be clearly informed of the school's policy in connection with the consumption or use of these.
- Pupils away from home may strike up acquaintance with pupils from other school parties or people from the locality. This can be a problem if it leads to proposed meetings at times when the group is supposed to be engaged on organised activities or safely in their accommodation. Pupils must be clear about the school's rules of conduct in this respect, especially the use of social media sites.

Joint Trips with Other Schools

There should be one overall Party Leader and the Principal/ Head of school should be satisfied with the procedures in place for the partner school. The responsibility of employees of each school for the pupils of the other should be agreed and made clear to the pupils.

Trip Authorisation

The Educational Visit Checklist forms part of the risk management process for visits and off-site visits. For a trip to be authorised a Trip Leader must ensure that they have complied with all the points in 'The Visit Leader checklist' **Appendix 1: Checklist for Party Leader**.

Visit Approval

The final decision on whether or not an educational visit has been adequately planned and arranged, and that sufficient contingency arrangements are in place, rests with the Principal / head of School, possibly with the input of the School's LGB, who must be satisfied that the Policy and OEAP NG has been followed.

Emergency Procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. All staff on educational visits must be familiar with the plan.

The EVC must ensure that the Trip Leader and all staff on the trip has the relevant names and 24-hour contact information of the Emergency Contacts.

During school hours, in case of an emergency, the school reception is to be contacted. Out of school hours, designated emergency contacts are to be decided. Emergency contacts will be either members of the ELT or other experienced members of staff.

Trip Leaders and all staff on the trip must have read and be familiar with the emergency plan **Appendix 2 - OEAP Emergencies Guidance for Leaders**. 'The OEAP Emergencies Guidance for Leaders' details the immediate action and secondary action to be followed in an emergency. For enhanced trips the EVC will arrange a meeting with the staff on the visit to ensure staff understand the procedures.

A copy of **Appendix 2 - OEAP Emergencies Guidance for Leaders** and **Appendix 3 - Safeguarding Guidance for Trip Leaders**, should be taken on all trips along with a first aid kit, a list of medical needs and school mobile phones (where appropriate pupils' mobile phone numbers should be collected) should be carried.

It is good practice that there is a qualified first aider in every group and certainly for any enhanced trips. The requirements for first aid and administration of medicine should be included in the risk assessment.

In the event of a major incident occurring, the Visit Leader must immediately notify the Principal / Head of School who will have access to the United Learning emergency contact/escalation procedure (located in the 'Head Teacher' section of United Hub). In the first instance this requires that the Principal notifies the Regional Director who will cascade information to all relevant parties as necessary.

Safeguarding Disclosures

Serious Allegations, Incidents or Concerns

If a student makes a serious allegation or if a member of staff suspects or hears an allegation or concern of abuse on a trip, then they must follow the schools 'Safeguarding Children and Child Protection Policy' procedure below.

All staff should:

- Listen carefully.
- Avoid asking leading questions.
- Reassure the individual that the allegation/complaint will be taken seriously.
- Do not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and who the information will be passed to.
- A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

Staff **MUST** contact the **Emergency Point of Contact (EPOC)** as soon as possible and follow their guidance. This might include contacting the local police if a crime has been committed.

For less serious allegations or incidents such as a breach of rules, staff should follow school protocols and procedures. Depending on the incident, on the return to school, staff should record it on CPOMS, contact relevant pastoral teams or contact parents/carers. If staff are in any doubt of how to deal with an incident, then the **EPOC MUST** be contacted as soon as possible.

Charging

The Party Leader must make sure that any charges comply with the latest advice from the DfE and United Learning – see WHGS Charging and Remissions Policy.

The cost of staff places on residential visits should be included in the overall total and apportioned to students or borne by the department.

Inclusion (Inclusion and the Equality Act 2010)

The key principles for planning should be:

- **Entitlement** – the right to participate.
- **Accessibility** – direct or by realistic adaption or modification.
- **Integration** – participation with peers.
- **Integrity** – the learning outcomes identified at the start of the planning process are not compromised or lost in the process or adapting the visit.

It is unlawful to treat a disabled person less favourably or fail to take reasonable steps to ensure that disabled people are not placed at a substantial disadvantage without justification.

Parents should be advised that the Principal/Head of School reserves the right to exclude a pupil from a visit on behavioural or medical grounds. The decision to exclude should be made on the grounds of a specific assessment of risk. Care must be taken to ensure that the decision to exclude on the grounds of a medical risk does not contravene Disability Discrimination law, the Equality Act 2010 and the Children and Families Act 2014. The Principal/Head of School should seek Central Office guidance when contemplating such action.

The Principal/Head of School will draw parents into the decision-making process at an early stage. All Party Leaders are strongly encouraged to be familiar with Individual Medical/Health Care Plans of the affected students.

Insurance Requirements

For each school visit, the Party Leader should consult with the Finance Office.

Through United Learning, schools are covered for all educational visits not exceeding 31 days in duration; however, additional notification to Zurich is required for visits which will include winter sports. Schools should refer to the Insurance pages of the United Hub for further details and contact Zurich for confirmation that they are covered if their visit will include any 'higher risk' activities.

Parents/carers must be made aware of any insurance cover that has been arranged. Copies of travel insurance arranged through the Finance Office must be sent to parents/carers.

Where the school is engaging an external agency the Party Leader will satisfy themselves about the adequacy of the agency's insurance cover.

Consent Forms

A relevant Parental Consent Form (PCF) must be completed for every school trip. A pupil will not be allowed to participate in a visit unless an appropriate consent form has been signed by his/her parents/carers.

Types of Consent Forms:

One-off Consent

For sporting fixtures or trips that are run on executive weeks in the local area, a one-off consent form can be used.

Where one-off consent is used, parents must be given information about the visit and their child's proposed participation and given the opportunity to withdraw their consent should they not wish them to participate. The details of the visit to parents will be a reminder of consent given and could also be an opportunity to update participant information.

With blanket consent forms there is no possibility of parents providing up to date medical (or contact) information. If used, the employee responsible for each visit must ensure that they have the most up to date medical condition affecting the pupils/contact details. This can be generated through compiling a register on EVOLVE for each trip.

Visit Specific Consent

For all other trips a specific visit consent will be required. In this case information about the visit can be provided to parents and their informed consent given on that basis.

Behaviour and Sanctions

- Normal school rules will apply on all school visits, which will be vigorously enforced, and breaches dealt with appropriately at the time under the Binary Behaviour Code. The Trip Leader will remind pupils of their responsibilities.
- It is essential that pupils be given clear instructions about their conduct and any rules relevant to the trip such as dress code, out of bounds or lights out.

- Breaches of discipline on visits should be reported to the relevant person in writing on return to school under the Binary Behaviour Code.
- Should a pupil's conduct be deemed to be so poor as to be intolerable and/or be a risk to the safety of pupils on the trip, he or she will be sent home or isolated.
- On a residential trip if a pupil's behaviour is so poor as to need to send the pupil home, any additional costs to be met by the parents including those of an accompanying adult where the student is under sixteen years of age.
- Parents/carers and pupils need to be fully informed about the range of sanctions which can be used on a visit; should either a pupil or parents/carers indicate that they are reluctant or unwilling to accept these sanctions; the student will not be allowed to go on the visit.
- For trips abroad and residential trips it might be appropriate to have students sign **Appendix 4 - Student Code of Conduct for Residential Trips and Visits**.

Staff Conduct

William Hulme's sets the highest standards for all members of staff and as such staff should always act in a professional manner when supervising students on a school trip.

It is the responsibility of the Trip Leader to ensure that no member of the trip (pupil or staff) will participate in any activity that is likely to put any person in danger, or bring the School into disrepute, and this includes purchasing, consuming alcohol and 'illegal substances'.

Staff should continue to follow all school procedures on a school trip:

- If a safeguarding matter arises on a trip, this should be reported to the Safeguarding Team on CPOMS or if a serious incident arises the Trip Leader or a staff member must contact the Emergency Contact and/or the Safeguarding Team with immediate effect and they may be required to contact the police if a crime has been committed.
- Reporting of any accidents the UL Accident Report Monitoring System (ARMS) should be completed. <https://hub.unitedlearning.org.uk/sites/arms>
- If staff have to deal with poor student behaviour, then staff should follow the procedures outlined in the relevant Behaviour Policy and, where appropriate, staff should contact the Pastoral Team.

Transport

School / Hired Self-Drive Minibuses

- Only drivers that have been approved by the Finance Office are allowed to drive minibuses. Drivers must have a completed Driver Declaration Form.
- Minibuses must be booked via the with the Primary Phase Office Manager. Minibus keys must be signed in and out.
- Minibuses are checked by the school regularly, but it is good practice for the driver to check the vehicle roadworthiness (check inside/outside).
- Driver Fatigue – drivers should only drive for 2 hours continuous driving, followed by 30 minutes rest, maximum 6 hours a day.
- The group should be assessed as to whether another member of staff should accompany the group to supervise i.e. age of pupils, distance of journey, behaviour of pupils and competence of driver.
- Critical Incident follow the emergency plan **Appendix 2 - OEAP Emergencies Guidance for Leaders**.

Post Visit Review

All educational visits require a post-visit review. A report form will be generated on EVOLVE on the trips return that staff should complete within two weeks of their return.

Monitoring

As with any other element of health and safety management, Educational Visits should be included in the periodic local monitoring activities carried out as part of each schools proactive monitoring plan. Schools should evaluate their adherence to this Policy and OEAP NG, as well as the local management arrangements in place.

Primary Swimming

Primary swimming lessons are provided by 'Manchester Active' at Moss Side Leisure Centre.

Lessons are self-lifeguarded by Swim Teachers who hold their NPLQ and attend ongoing training. Lessons are self-lifeguarded for a maximum of 150 minutes. When lessons exceed this timeframe, a lifeguard is put on pool duty to relieve the Swim Teachers of their lifeguarding duties. Swimming teachers are subject to DBS. First aid is provided by the Leisure Centre staff.

A school representative is required to stay with the group at all times within the changing rooms and in the pool hall area. Changing areas are actively patrolled by lifeguards "off pool" where possible.

Primary teacher to complete Swimphony register prior to each lesson. Teachers to be aware of those who are in their pool and group. Teachers check number of pupils in and out of the building.

Duke of Edinburgh Arrangements

Award Leaders – Mr A J Richardson

The school is a Licensed Organisation (LOs) and can run complete DofE programmes. The DofE Award Leaders follow the principles outlined in this Policy and OEAP NG.

We recognise that staff competence is the single most important factor in the safe management of delivering the DofE programme safely and effectively. Part of the quality insurance is to ensure that Award Leaders are competent in leading and delivering an expedition by having the correct experience and qualifications. To satisfy this Award, Leaders must complete **Appendix 'Duke of Edinburgh Award Leader Competence Form'**, which is based on the range of skills and knowledge in the 'Hill & Moorland Leader Handbook'. This form must be validated by an external reference.

Where Award Leaders are lacking in experience, suitable courses will be arranged, or outside providers will be employed to run and lead the expedition. The final decision on whether or not an Award Leader is competent enough to run a DofE programme, rests with the Principal.

Policy Information and Review

Designated Lead Person/s	Mr A J Richardson, Director of Enrichment / EVC
Reviewed	Annually
Date of last review and by whom	October 2024 – Mr A J Richardson
Nominated Governor	N/A
Ratification by Local Governing Body	
Next Review Date	October 2025