Leesland C of E Federation

Policy for outdoor learning, off-site visits, residential visits

"Two Schools, One Vision"

Approval By:	
Review Frequency:	2 years
Last Reviewed:	October 2025
Next Review Due:	Autumn 2027

Review Approved (signature):  EXECUTIVE HEADTEACHER

 ON BEHALF OF GOVERNORS

Date Approved: 7th October 2025

*Through our Core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community, and **gracious** enough to include everyone in our journey to achieve a bright future.*

Contents

1. Introduction 3
2. A rationale for learning and the Outdoors - Learning across and beyond the curriculum 3
3. Equal opportunities and inclusion 4
4. Employer's policies and OEAP National Guidance 4
5. Clarification of roles 5
   - The headteacher 5
   - The educational visits coordinator 6
   - The governing body 7
   - The group leader 7
6. Curriculum links 9
7. Procedural requirements 10
   - How visits and activities may be authorised 10
   - Risk assessment 11
   - Transport 12
   - Minibus use 13
   - If private cars are to be used the following must be checked: 13
8. Monitoring and evaluation 14
9. Induction, training, apprenticeship, succession planning 15
10. Assessing venues and providers 15
11. Volunteers 15

12. Emergency procedures and incident reporting 16
13. Behaviour 17
14. Insurance 17
Appendices 17

1. Introduction

The purpose of this document is to offer significant support to staff that take part in off-site, educational, residential and adventurous activity. It supports the use of these exciting, highly motivating environments and activities that help our children and young people to learn, and to learn how to learn. In so doing, it makes clear the regulation, guidance, roles and responsibilities that it is important for those involved to know.

This document offers support in managing the process. There is a need to properly assess and manage the risks involved as well as being very clear about individual roles and responsibilities. Where a shared view of current good practice is in place, all those concerned can feel confident in their efforts.

This document is intended to be useful to:

- Executive Headteacher, Head of Schools, Educational Visits Coordinator (EVC), Visit Leaders and Support Staff, Governors, teachers, teaching assistants and others.

Please remember, the Outdoor Education Service is itself readily available to answer questions and queries not addressed in this document or requiring clarification. Where practical, this should be through your Educational Visits Coordinator, or direct from the head of establishment where urgency or confidentiality is required.

2. A rationale for learning and the Outdoors - Learning across and beyond the curriculum

Attempts to enhance learning or provide realistic situations to use and apply knowledge, skills and understanding are at the forefront of good practice. At Leesland C of E Federation we believe that ‘learning’ in its broadest sense often turns to the exciting and stimulating environments that are provided ‘outdoors’. This may be just outside and beyond the classroom or further afield.

These activities are always well planned and structured with the aim of developing children who:

- enjoy participating in outdoor activities and adopt a positive attitude to challenge and adventure
- are gaining personal confidence and self-esteem through taking on challenges and achieving success

- are developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others
- are becoming alive to the natural environment and understand the importance of conservation and sustainable development
- are acquiring and developing a range of skills in outdoor activities, expeditions and exploration
- are demonstrating increased initiative, self-reliance, responsibility, perseverance and commitment
- are developing and extending their key skills of communication, problem solving, leadership and teamwork
- are learning to appreciate the benefits of physical fitness and the lifelong value of participation in healthy leisure activities
- are displaying an increased motivation and appetite for learning that is contributing to raised levels of attainment in other aspects of their education
- are broadening their horizons and becoming open to a wider range of employment opportunities and life chances

(Taken from *High quality outdoor education* (English Outdoor Council, 2008)

An understanding of the aim, purpose or benefit of any educational visit underpins the quality of that visit in both educational and safety terms. All activities organised through Leesland C of E Federation are expected to have a clear educational value. It is important that this is identified and understood by everyone concerned, in order that:

- high expectations are to be set and codes of behaviour agreed
- roles and responsibilities are to be clearly identified and determined
- appropriate strategies are used to realise the aims
- parents and others are fully informed of the nature of the venture

3. Equal opportunities and inclusion

We have a duty under the 2010 Equalities Act to ensure that every effort is made to include all children. The challenge is to make these activities available and accessible in some form to all who wish to participate or are required to take part. This would be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion. We may seek guidance from parents or carers to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

It needs to be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. These are significant factors to be managed which may override other considerations.

4. Employer's policies and OEAP National Guidance

At Leesland C of E Federation we follow guidance provided by www.hampshireoutdoors.com and have adopted the OEAP National Guidance when writing this policy (Links shown within appendix). Employees must follow that guidance as well as the requirements of Leesland C of E Federation establishment

policy. In the event of any apparent conflict between this policy or National Guidance, then this policy must be followed and clarification sought from the EVC or Headteacher.

This document offers support in managing the process. There is a need to properly assess and manage the risks involved as well as being very clear about individual roles and responsibilities. Where a shared view of current good practice is in place, all those concerned can feel confident in their efforts.

5. Clarification of roles

The employer has overall responsibility (Hampshire Local Authority)
Hampshire Local Authority, discharge many of their responsibilities through the Outdoor Education Service. In liaison with other key partners. It meets the following main roles and responsibilities for Children's Services Departments set out by the DfE, which refer specifically to the employer's role and reinforces the current practice of:

- understanding legal responsibilities and powers and acting on these first principles
- managing a successful approval system
- providing access to advice on all aspects of visits, from ratios to adventure activities and risk assessments, in addition to written guidance
- regular review of policies and procedures, including updates
- basic advice and guidance, good experience and knowledge of the practical difficulties involved
- ensuring that training is available

The headteacher

This is the key role for ensuring that the management of visits and ventures meets the regulations and guidance offered by the Council and DfE, as well as conforming to their own health and safety policy.

Any delegation of responsibilities should be done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments they require. Some delegation of tasks to an **Educational Visits Coordinator (EVC)** is recommended, after consideration of the range and capacity of their role and its line management, monitoring and review.
The headteacher needs to:

- Be able to show that the system works and provide evidence accordingly.
- Provide all staff with access to relevant documentation, updates and awareness-raising training, as well as educational visit and off-site training as required or agreed
- Make generic advice and risk assessment available. Also, it will be necessary to ensure that the risk assessment and management strategies regarding the sites used, the group taken and the leaders concerned are in place and effective. This application of generic regulations and guidance to the specific visits used is a key management function
- Monitor and evaluate all work off site and in the outdoors to see how effective it is.

- Share good practice and strategies and put these in place to improve any aspects that require it.
- Ensure aims, expectations and planning need to be seen to have realistic teaching and learning strategies, as well as off-site group management strategies and policy
- Ensure there is an appropriate leader for each group is essential when good practice, supervision and management have such a *health and safety of young people* focus. The leader must be realistic and have the experience and know-how to complete the task successfully and respond to unusual circumstances.

The educational visits coordinator

The EVC's key functions are to:

- produce an annual plan of educational visits with an agreed rationale
- ensure that the guidance and regulations are followed
- work with leaders to ensure that the aims of the educational visit are achievable and in line with those of the establishment
- to liaise with the Outdoor Education Service
- to be able to confirm that the leadership of the visit is appropriate and to check staff qualifications (including accompanying staff and volunteers)
- to confirm that adequate risk assessments have been carried out
- to recommend and organise the training of leaders and help organise the induction of staff new to the venture and volunteers
- to ensure that the establishment's management of behaviour and other relevant policies are able to be transferred off site successfully and are consistently
- used
- to ensure that liaison with parents and obtaining consent are effective
- to support the head of establishment in the management of educational visits:
- complete/have completed the annual return of staff qualifications to the Outdoor Education Service
- ensure that the establishment complies with employer requirements for reporting incidents and accidents (including 'near misses')
- ensure that the establishment has robust emergency procedures in place and knows how to liaise with the Council's team should an emergency occur
- ensure that procedures for Disclosures and Barring Service (DBS) checks are in place
- use and apply suitable record keeping practices for both children and leaders off site
- learn from previous experience, recording successful practice and contacts, and be able to use them and move on, in particular where staff personnel change
- monitor and review what is going on, establishing a clear picture of current practice.
- Be able to both report on successes and set targets for improvement.
- Be ready to intervene where practice is incorrect or unsatisfactory.

Should any establishment choose not to have a designated EVC post then all the key roles outlined above revert to the Executive Headteacher who has the actual responsibility for them.

The governing body

All governors should feel they act with the school to produce, maintain and monitor the most effective practice. In particular, they are effective to check that systems are in place or if value for money is being provided, and asking informed questions of their professional colleagues.

The governing body or management group should:

- Ensure that arrangements are in place and regulations and guidance are being followed
- Ensure that the governing body has its own systems in place to support this process
- Have the ability to act on behalf of the children to ascertain if the aims and purposes of the event are in place, as well as realistic strategies to see that they are met
- Have the ability to act on behalf of the parents to ascertain if the specific event arrangements and risk assessments are in place and appropriate. Have the right leaders been chosen in terms of qualification and style? Does the overall cost represent value for money?
- To ask about transport, accommodation and grouping strategies where appropriate (residential events, for example);
- To ask about inclusion and whether reasonable steps are taken to include everyone, based on a full knowledge of the circumstances.
- Ask for feedback from visits and the monitoring that goes on. How is good practice shared?

The Outdoor Education Service's advice and guidance is also fully available to governors

The group leader

This is the person with overall responsibility for the administration, programme, supervision and conduct of the venture. They are therefore an important part of the health and safety and good practice support system, and should both understand their own responsibilities and those of the other people in the process who contribute to their support, success and confidence.

Group leaders must read thoroughly the appropriate guidance for off-site activities: Offsite activities and educational visits, April 2013 (Located in the Head of Schools' office and available on the HCC EVOLVE website: www.hampshireoutdoors.com)

This guidance details procedures and requirements, including guidance on Emergency Planning and Crisis Line organisation. An off-site visit needs to be arranged at least **1 school term** in advance to ensure that parents and carers are

able to enter into a payment plan with the school; a residential visit requires at least **2 school terms** notice.
The group leader must book the trip into the main school diary, ensuring that it does not over-lap with any other school activity.

At least one week to 10 days before the visit takes place, the group leader checks that parental consents have been received by the school, packed lunches have been ordered, volunteer helpers are still available and groups have been sorted. The group leader will also contact the venue and the coach company to check arrangements. The group leader will make arrangements to communicate fully with all adult helpers and staff taking part in the school trip. The group leader must prepare a visit plan well in advance.

Visit plan

The visit plan for intended educational visits must include the following:

- risk assessment;
- report on preliminary visit;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule, including a map of the visit location;
- accommodation plan (if applicable);
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- emergency contacts and procedures;
- general communications information;
- guidance for group leaders;
- guidance for the emergency base contact, the Exectutive Headteacher and Head of Schools;
- medical questionnaire returns;
- current medical needs;
- lunch order for children eligible for a free school meal;
- arrangements with the Site Manager for departure and return to the school site (if applicable);
- first-aid kits and personal care plans (if applicable);
- Planned procedures for recording behaviour incidents, accidents and provision of medications. Furthermore, all day to day procedures that may require clarification to parents on return from the visit.

The above information is included in the risk assessment and HCCs Outdoor Education application which is uploaded to the EVOLVE electronic notification system used by Leesland C of E Federation to retain records of all residential and overnight visits. All teaching staff, Head of Schools, EVC are linked to this system via email enabling them to review previous visits for planning purposes, tracking progress of application approval and evaluating purposes after the visit.

Other staff members on a visit need to be able to assist the group leader in all their tasks and activities.

They should demonstrate:

Person-specific expertise: having the experience and training to carry out the tasks assigned to them. Be able to contribute to the risk assessment and group management strategies and maintain them with their specific group

Pastoral expertise: be competent and confident in managing behaviour in outdoor contexts, and be able to follow and contribute to the supervision and inclusion strategies used

Technical expertise: having the necessary professional competence or activity-specific competence to ensure that positive learning takes place. This includes monitoring practice and contributing to the visit or venture's evaluation and improvement

Management expertise: be able to show understanding of the educational establishment's arrangements and procedures and have the ability to carry them out. To contribute to planning and the setting of high expectations of behaviour and learning. In particular, to have the ability to observe, adapt and be flexible in changing circumstances.

Volunteers and other responsible adults

It must be first determined by the educational establishment that the volunteers chosen are in fact 'responsible adults'. An **induction** into the school's and specific visit or venture's requirements is essential including:

- a guide to behaviour management and expectations for talking to children.
- a guide to the supervision strategies used
- who to report to, work with and communicate with
- exact roles and responsibilities
- an understanding of their duty of care.

Children

It is essential that all groups are made as aware and active in the process of managing the visit or venture as they can be. Procedures, group and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to. A **code of conduct**, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and 'down time'. It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their parents.
All children should be as risk aware as is realistic and involved in the risk assessment process.

6. Curriculum links

For each subject in the curriculum there is a corresponding programme of activities (which include visits to the school by specialists). All these activities are in line with

guidance published and supported by Hampshire County Councils (HCCs) Outdoor Education, PE and Sport Service and may include the following examples:

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, INTECH, Gosport Discovery Centre
- Mathematics – use of shape, space, measure within the school grounds
- History & Geography – use of the locality for fieldwork , local museums;
- Art and Design – art gallery visits, use of the locality;
- PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
- Music –Hampshire Music Service, extra-curricular activities, performances for parents;
- PSHE and citizenship – visit to the fire station or an old people's residential home, visits by local police officers and health workers.
- RE – visits and visitors to and from local centres of worship, visits by local clergy.
  As a Church of England school Leesland Federation has very close links with St Mary's Church in Alverstoke.

Residential activities

Children in Year 6 have the opportunity to take part in a residential visit; Leesland C of E Federation make a non-profit making voluntary charge for board and lodging, insurance and specialist instruction for this activity.

This residential visit enables children to take part in outdoor and adventurous activities. We undertake this visit only with the approval of HCCs Outdoor Education, and use qualified instructors for all specialist activities that are undertaken.

Parents and carers must agree to the charges and pay in full before the child participates. The school subsidises this event using Pupil Premium Funding.

Year 4 children are offered a one night residential stay at our Junior School. We undertake this visit only with the approval of HCCs Outdoor Education, and with school staff supervising.

7. Procedural requirements

How visits and activities may be authorised

The Head of Schools will appoint a group leader to be responsible for running the activity or visit who will usually be a teacher employed at the school. We recognise that it is not good practice for an Early Career Teacher (ECT) to be a visit leader. The school's educational visits coordinator (EVC) will be involved in the planning and management of off-site activities and visits.
This will include:

- Ensuring that risk assessments are completed;

- Supporting the Executive Headteacher, Head of Schools and governing body in their decisions on approval;
- Assigning competent staff to lead and help with activities and visits, ensuring they are well briefed on expectations for the visit and their role throughout;
- Organising related staff training;
- Verifying that all accompanying adults, including private car drivers, have had satisfactory police checks, and that the letter from coach companies assures us their drivers too have had police checks;
- Making sure that all necessary permissions and medical forms are obtained;
- Keeping records of visits using HCCs EVOLVE electronic system, and ensure that there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example a swimming facility).

Staff arranging or otherwise involved in educational visits must familiarise themselves with the regulations, advice and procedures published by HCCs Outdoor Education, and HCCs EVOLVE system. All educational visits must take place in accordance with HCCs Outdoor Education, advice and guidance.

Where staff are proposing to arrange an educational visit, they must seek and obtain the approval of the Head of Schools before any commitment is made on behalf of the school. A comprehensive visit plan should be provided by the member of staff to allow for an informed decision to be made. Where the activity involves a period of more than 24 hours, an overnight stay, the Executive Headteacher and/or Head of Schools will seek the approval of the governing body and HCCs Outdoor Education, Service before permitting the activity to take place.

Any trip will require a minimum of two adults. However, these are *minimum* requirements, and may *not* provide adequate supervision in all cases.
A risk assessment must also cover transport to and from the venue.

A comprehensive visit plan should be provided by the Group Leader to allow for an informed decision to be made.

Risk assessment

A comprehensive risk assessment is carried out by the group leader before the proposed visit. It will assess the risks which might be encountered on the visit, and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

Staff planning an educational visit should normally make a preliminary visit to the venue in order to carry out an on-site risk assessment unless they have recent and

relevant knowledge of the site. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the group leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments will be adopted although Leesland C of E Federation Pastoral Risk Assessments will still be required.

A pastoral risk assessment is a personalised assessment including:
- Information about participants' medical conditions, special needs, behaviour needs
- Transition between activities
- Supervision during down time and dining arrangements
- Overnight supervision
- 'Checking out' and 'checking in' before, during and after a visit.
- Stops during the journey to and from the site of visit

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the activity should proceed, and the educational visit plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them.

Copies of the completed risk assessment will be sent electronically to the Head of Schools and EVC for approval.

No alcohol should be consumed by any adults supervision pupils on trips, including residential visits.

Transport

The coach companies we use on a regular basis have provided us with details of all the health and safety measures they routinely take, including:

- the provision and required use of seat belts;
- proper vetting of the driver by the police;
- proper insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

It is our policy only to use a reputable and known company. Coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit. Transport arrangements will allow a seat for each member of the party. Where private cars are used for transport, the group leader is responsible for checking that the insurance of each driver covers such journeys ie, holds 'business use' details, the provision of child booster seats where appropriate, and double-checking that each driver has been subject to the normal police checks. Consideration will be given, during the risk assessment process, to what action would be taken if a breakdown or long delay were to occur, as well as incident and emergency

procedures. Planning should take into account awareness of the hazards of coach parks, service stations, car parks, public toilets etc.

Public transport, for example the Gosport Ferry, can be effective, particularly outside of rush hours. It may also constitute an educational purpose that is of value. Common sense operating procedures should be considered and managed by everyone concerned:

- Appropriate supervision
- Group leaders well spaced out
- Agreed code of behaviour: noise levels, respect for other passenger, eating etc.
- Supervision getting on and off, regular head counts
- Boundaries set and out-of-bounds areas established
- Everyone should understand their roles and responsibilities
- Meeting and collection points must be able to cope safely with age, experience and number concerned and not present a hazard to members of the public

Minibus use

We currently do not have the use of a minibus or staff with a MIDAS qualification. Therefore guidance is not included in this policy at this time. Full guidance is available on the HCC EVOLVE website if required.

If private cars are to be used the following must be checked:

- The Executive Headteacher or Head of Schools has agreed this as part of the overall strategy
- The vehicle cannot carry more than eight passengers
- Drivers who are members of staff have a clause in their insurance stating that they are able to use their vehicle for business purposes. Fully comprehensive insurance is recommended. Licences, insurance and MOTs have been checked.
- Parents have consented
- Important notes: this section should be used in conjunction with the safeguarding procedures

(HCC EVOLVE website provides further guidance on other forms of transport including rail and underground)

Requirements for staff ratios

Leesland C of E Federation adhere to the ratios of adults: children as detailed on the HCC EVOLVE website. An activity must have sufficient adults taking part to provide the following minimum ratios, and will often have more:

- 1 adult to between 10 and 15 pupils in Years 4 to 6.
- 1 adult to 8 pupils in Years 1 to 3

- 1 adult to 6 pupils for any children under the age of 5.

Any trip will require a minimum of two adults. However, these are *minimum* requirements, and may *not* provide adequate supervision in all cases. Each visit will be evaluated and approved according to its specific requirements.

Parental communication, consent and charging for visits

The parents and carers of children taking part in an educational visit should be provided with all appropriate information about the intended visit. Parents and carers must give their permission in writing before a child can be involved in any educational visit.

Funding for educational visits is provided mainly by voluntary parental contributions with the school making an agreed subsidy. This must be made clear to parents and carers in all correspondence about an educational visit at the planning stage.

No child may be excluded from an activity because of the inability or unwillingness of the parent or carer to make a contribution. Parents and carers will be informed of this practice through the school prospectus and the school's Charging Policy. The school has a policy on charges which states all charging procedures.

The timetable for the payment of contributions should allow for the Executive Headteacher making a decision about the financial viability of the activity in reasonable time.

Detailed guidance for **Communicating with parents or person with parental Responsibility** will be followed by Leesland School and is available on the HCC EVOLVE website including:

- A checklist of information for parents
- Informed consent
- Obtaining medical and special needs information
- Permission to take and use images
- Allergy awareness

8. Monitoring and evaluation

At Leesland C of E Federation all trips are evaluated by the group leader once the visit is complete with recommendations for further visits to the same site. Accompanying staff and pupils should be involved in the evaluation. An evaluation form is available in teacher resources for this purpose. Each evaluation form will be submitted to the Head of Schools within one week of visit completion to be monitored and kept by the Head of Schools.

The Head of Schools and EVC maintain an overview of all evaluations, risk assessments and scrutinise relevance of curriculum links. The Head of Schools and/or EVC are involved throughout the planning of all trips, scrutinise the visit plan and approve all off-site visits. The Head of Schools and/or EVC will regularly monitor by observation all residential or off-site visits.

The governing body approves all residential visits or visits requiring an overnight stay. Furthermore, these residential or overnight visits are logged onto the HCC EVOLVE website and approved by HCCs Outdoor Education Service.

9. Induction, training, apprenticeship, succession planning

Leesland C of E Federation set clear expectations for staff induction and training. This will usually require that staff identified as requiring practical training and experience as group leaders are given the opportunity to work within an apprenticeship model, alongside an experienced group leader in the first instance. This ensure effective succession training to ensure sustainability of visits, in particular, residential visits. At Leesland C of E Federation the EVC, Head of School and/or Executive Headteacher would accompany any off-site or residential visit if a suitably experienced group leader was not available.

Regular off-site leader training is implemented for all teaching staff and many other staff. EVC training is provided by HCC Outdoor Education Service and this is updated as required.

10. Assessing venues and providers

Leesland C of E Federation policy is to use reputable and known providers of quality off-site or residential education for primary children. The selection of venues, facilities and external providers is based upon guidance from HCC Outdoor Education Services. To reduce bureaucracy for both Leaders and Providers, we take advantage of established nationally and county approved providers.

Staff planning an educational visit should normally make a preliminary visit to the venue in order to carry out an on-site risk assessment unless they have recent and relevant knowledge of the site.

11. Volunteers

If volunteers are used for off-site visits the following procedures are implemented:

- Only adults considered suitable are used for off-site visits. This is often determined by staff knowledge of adults or previous experience on visits (included in trip evaluations).
- Adults without an enhanced DBS check, for example parents, are never left alone with children but will be allocated a group of children with another staff member present at all times.
- The minimum induction and training procedures for volunteers is covered during a pre-visit meeting. This will include: risk awareness, behaviour code, adult expectations for working with children, groups, health and safety requirements eg road crossing, walking on public paths, stranger danger, touching animals meeting points, need to remain spaced out.
- All supporting adults should be made aware of the Designated Safeguarding Lead, and of Supervision strategies which should reflect current good practice and up to date training.
- Emergency contacts and who to contact with issues whilst on the visit.
- Under what circumstances (if any) volunteers may act as Visit Leaders or their assistants. If volunteers are allowed to act as Visit Leaders, they must be

accountable. This implies that they have been engaged through a thorough recruitment process that includes vetting and induction into the establishment's policies and procedures.

- Requirements for supervision of volunteers is clearly communicated. For instance their next point of contact will be a staff member or group leader.

12. Emergency procedures and incident reporting

National Guidance provides advice about planning for emergencies.
A suitable nominated person will provide 24/7 cover at base during all visits.
The Emergency Contact(s) should have 24/7 access to all details of the visit, including
medical and next-of-kin information for staff and young people. Leesland C of E Federation adheres to the procedures set out by Hampshire Outdoor Education Services and these are accessed on the HCC EVOLVE website
https://evolve.edufocus.co.uk/evco10/docs.asp

Detailed guidance for **Off-site Emergency Procedures** is available on the HCC EVOLVE website and will be followed by Leesland C of E Federation. Emergency procedure cards should be provided for all base emergency contacts prior to all residential or overnight trips. These provide details of:

- Actions to be taken by the base & base contact person in the event of a serious accident/incident
- Actions to be taken by the group leader in the event of a serious accident/incident
- All necessary contact details

Serious Incident and Emergency checklists (1) & (2) should also be provided for all base emergency contacts and group leaders. These are available on the HCC EVOLVE website and provide step-by-step flowcharts of actions required in the event of a serious incident or accident.

Further health and safety considerations
All adults accompanying a party must be made aware, by the group leader, of the emergency procedures which will apply and will be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.
Before a party leaves school the school office should be provided with a current list of everyone travelling with the party, together with a programme and timetable for the activity as well as contact telephone numbers of party members. Mobile telephones should remain on at all times or regularly checked for text messages.
The safety of the party, and especially the children, is of paramount importance. During the activity the group leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.
More detailed guidance on procedures and requirements can be obtained from the Off-Site & Hazardous Activities File retained in the Leadership office.

Child protection policies and guidance should be adhered to at all times during off-site visits and residential or overnight trips. All supporting adults should be made aware of the Designated Safeguarding Lead, and of Supervision strategies which should reflect current good practice and up to date training.

Wherever possible a gender balance proportionate to pupils attending will be provided. Where this is not possible the risk assessment will address this.

13. Behaviour

The group leader must ensure that the Leesland Federation's behaviour policy has been adapted where appropriate to be effective off-site. The adapted policy must be explained to children, supporting adults and parents before a visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the policy is breached.

The adapted policy will address the following:

- All children going on a residential visit sign up to a "behavioural contract"
- Parents/carers also sign and accept responsibility for removing their child/children in
- prescribed circumstances during off-site visits and residentials
- Clear expectations for discipline and sanctions on visits
- Any specific establishment rules relevant to visits (e.g. whether children are
- allowed to bring mobile phones or other electronic devices).

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the group leader should discuss this with the Head of School and/or SENCO. It is at the discretion of the Head of School or Executive Headteacher if a child is unable to attend.

14. Insurance

Details can be obtained from the schools or from Hampshire Outdoor via Evolve. They are not included in this policy due to risk of change of provider during the review cycle.

Appendices

1: contacts

2: Checklist for staff / group leader

Appendix 1 – contacts

Hampshire Outdoor Education
Four Chimneys Family Centre
Winton Close
Winchester
SO22 6AB

General Enquiries
01962 876218
Outdoor.education@hants.gov.uk

Clare Dobbs
Service Manager
clare.dobbs@hants.gov.uk

Ben Brittain-Dodd
Development Manager
Ben.Brittain-Dodd@hants.gov.uk

Karen Andrews
Senior Educational Visits Advisor
karen.andrews@hants.gov.uk

Appendix 2 – Checklist for staff / group leaders

	BEFORE VISIT	DONE
1.	Check ratios – children to adults. Ask for adult help and ensure adults going have DBS checks in place if not get. Take their mobile numbers.	
8.	Book Visit & coach using form from office asap (take care to include numbers of adults for coach).	
9.	Pre visit. Carry out risk and accessibility assessments. Arrange transport for PD children (check coach has lift etc).	
10.	Complete risk assessment form; get it signed by EVC and place copy in folder in main office.	
11.	Check adults qualifications e.g. is Outdoor Leader Certificate required or adult with first aid needed?	
12.	Inform LSA (or others required to attend) and write in school diary date of trip.	
13.	Prepare letter to parents which informs educational outcomes of trip, basic overview or activities, dress & shoes, packed lunch, equipment needed, money & permission slip.	
14.	Chase up children who have not returned slip using new reminder letter.	
15.	Prepare list of children with medical needs e.g. inhalers/epi pens/Piriton. Ensure all medicines in date etc. Ask parents with children who have epi pens to provide pack to take.	
16.	Sort groups ensuring children with SEN/behavioural problems assigned to appropriate adult or split from others. If enough adults, teacher to oversee and not have own group.	
17.	If going in smaller group ensure car insurance, MOT, booster seats in place.	
18.	Change you playground duty, dinner duty or assembly if necessary.	
19.	Prepare sick bucket for each coach and spare clothing.	
20.	Ensure each adult has a first aid kit (see office if you need extra packs) do quick check of contents.	
21.	Get list of class with contact numbers.	
22.	Finalise plan for the day including timings etc.	
23.	Photocopy all paper work for adults e.g. itinerary, lists, maps etc.	
24.	Check mobile fully charged – prepare your bag e.g. whistle, spare paper, pens, pencils if needed, don't forget your lunch!	
25.	Check digital camera/Ipad charged and ready for use.	
	DAY OF TRIP	**DONE**
1.	Inform parent helpers of timings for day, meeting points etc behaviour expectations and general rules e.g. don't buy their group ice-cream or go on train!	
2.	Give all adults contact numbers (school and yours) and share mobile numbers (remember there is a school mobile you can take – see Mary about this)	
3.	Mark in register for visit = V	
4.	Go over expectations of behaviour with children - use our school rules and behaviour policy	
5.	Check children have lunch, equipment, clothing, medicines etc	
6.	Give **all** itinerary briefing & inform children of groups and what to do if separated	
7.	Give office list of children who are going on which coach if class to be split and make note of coach number plate copy for trip leader	
8.	Sit adults throughout coach with one sat by fire exit door at back	
9.	At venue do a quick check before using public toilets e.g. send in child to see and wait until empty and then stop adults going in until finished.	
10.	Have fun!	
	ON RETURN	
1.	Return sick buckets and first aid kits and inform office if anything has been used and needs to be replaced	
2.	Fill in accident form or use accident book if necessary. Give child bump on head sticker if needed.	
3.	Have cup of tea and put feet up!	

This policy should be read in conjunction with the following publications:

Department for Education: 2012 Departmental advice
on health and safety for schools
www.education.gov.uk

Health and Safety Executive: 2012 Guidance on
educational visits
www.hse.gov.uk/education

Council for Learning Outside the Classroom
www.lotc.org.uk
Outdoor Education Advisers' Panel: 2012 National
guidance for outdoor learning
www.oeapng.info

All educational establishments should also have access to these documents.