

St. Mark's Catholic Primary School



Proudly and Joyfully, we love, live and learn as God's children

Educational Visits Policy

INTRODUCTION

Rationale

St. Mark's Catholic Primary School is committed to providing a broad, balanced curriculum for all pupils, and outdoor learning and educational visits is a key feature of our provision. We are committed to providing inspirational, real-world educational experiences for our pupils through visits and visitors to enrich and enhance their learning experiences, deepen knowledge and understanding and increase skills and confidence.

This policy will set out the key procedures that need to be followed when planning and undertaking outdoor learning and educational visits, in order to ensure they are not only worthwhile learning experiences, but also undertaken in a safe and responsible manner.

Intention:

It is our intention at St. Mark's Catholic Primary School to provide all children with the experiences that they are entitled to, by giving them a broad and balanced curriculum, where experiences are creative and relevant. Our educational visits aim to bring learning to life for all pupils and provide them with long lasting knowledge and skills. It aims to provide children with experiences that they will not get in the classroom and open their eyes to the world that they live in and potential career paths. At St. Mark's we provide all children with an equal opportunity to take part in educational visits and outdoor learning, within the local area and off-site, including residential visits.

Scope and Remit

'The OEAP National Guidance document: 1c "Status and Remit and Rationale"
<https://oeapng.info/download/1046/> clarifies the range of employees whose work requires them to use the guidance.

In summary, it applies to employees whose work involves any one of the following:

- Direct supervision of children and young people undertaking experiences beyond the boundary of their normal classroom or environment; Page 8 of 22
- Direct supervision of children and young people undertaking experiences that fall within the remit of learning outside the classroom;
- Facilitating experiences for children and young people undertaking experiences beyond the boundary of their normal classroom or environment;

- Deploying staff who will supervise or facilitate experiences for children and young people undertaking experiences beyond the boundary of their normal environment;
- This guidance may be applicable for all those supervising vulnerable adults as there is a transfer of good practice for the wider use of educational visits. This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods. For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the OEAP National Guidance documents:

3.2a “Underpinning Legal Framework and Duty of Care” <https://oeapng.info/download/1078/>

3.1a “Requirements and Recommendations for Employers” <https://oeapng.info/download/1074/>

Definition

This Educational Visits Policy refers to all activities that take place outdoors, on-site and offsite, including residential at home and abroad.

Educational visits, including residential visits, provide a context for learning, requiring children to use their skills, knowledge and understanding in real, and often complex, situations; this helps them understand and remember what they are learning about in a meaningful way and brings the curriculum to life.

We believe that there are several key outcomes from high quality outdoor education (in line with OEAP guidance):

- Enjoyment and fulfilment: children enjoy participating and adopt a positive attitude to challenge and adventure.
- Confidence: children gain personal confidence and self-esteem
- Social awareness: children develop their self-awareness and social skills; they appreciate the contributions and achievements of themselves and others.
- Environmental awareness: children become alive to the environment, natural and man-made, in which they live, and understand important concepts including sustainable development and conservation.
- Activity skills: young people have the opportunity of developing a range of skills.
- Personal qualities: children demonstrate increased initiative, self-reliance, responsibility, independence, perseverance and commitment.
- Key skills: children develop and extend their skills of communication, problem solving, leadership and teamwork.
- Health and fitness: children learn to appreciate the benefits of physical exercise and activity and the lifelong value of participation in leisure activities
- Motivation for learning: children display an increased motivation and appetite for learning that contributes to raised levels of attainment and achievement in other aspects of their education
- Broadening horizons: children broaden their experiences and become open to a wider range of opportunities and life chances.

EMPLOYER'S POLICY

Birmingham City Council is classified as the 'Employer'. This policy should be read alongside Birmingham City Council's Policy and Guidance: **Policy and Guidance for Educational Visits and Learning Outside the Classroom 2021**. We also follow OEAP National Guidance, which can be found following this link: <http://oeapng.info/>

School staff should follow all these policies when planning outdoor learning or educational visits, alongside the guidance in this document. Any clarification needs to be sought from the Educational Visits Coordinator (EVC).

Anybody involved in educational visits and learning outside the classroom is strongly advised to read Birmingham City Council's Policy and Guidance: **Policy and Guidance for Educational Visits and Learning Outside the Classroom 2021**, before seeking information from the <https://oeapng.info> website. It is a legal expectation that employees must work within the requirements of their employer's policy and guidance. Birmingham City Council (BCC) employees must follow the requirements of 'Outdoor Education Advisers Panel National Guidance', as well as the requirements of this document.

ROLES IN SCHOOL

Governors

Governors should provide support and challenge to ensure that:

- School policy is up to date and effective.
- Training is up to date.
- The policy complies with Birmingham Council's Policy and Guidance: Policy and Guidance for Educational Visits and Learning Outside the Classroom and that the school adheres to this policy and guidance.
- Where approval for visits is delegated to the headteacher and/or EVC that risk assessments are in place and effective.

Headteacher

The headteacher will ensure that:

- The Birmingham City Council's Policy and Guidance: Educational Visits and Learning Outside the Classroom Policy is adhered to at all times.
- The school policy is up to date and effective.
- Visits comply with guidance and are notified and submitted in advance.
- Risk assessments and suitable safeguarding arrangements are in place (including DBS checks): that these are proportionate.
- EVC and staff training is up to date and effective.

- Staff leading visits are competent and experienced, and are clear about their role and that of any accompanying adults, including volunteers.
- Arrangements for medical needs and any other inclusion considerations have been met.
- Transport and insurance arrangements are appropriate and meet requirements.
- Where the activity or visit involves a third-party provider: appropriate checks have been made and assurances obtained; a clear contract is in place setting out what the contractor is to provide; the provider holds sufficient indemnity insurance.
- Emergency procedures and contacts are clear and in place.
- Where charges are made, these are within legal and employer requirements; procedures are in place to account for finance of activities and visits.
- Serious incidents are reported to BCC as required by their guidance.
- Governing Body are kept up to date of policy, procedures and visits taking place.

Educational Visits Coordinator

The EVC will:

- Be appointed by the Head Teacher. If one has not been appointed, this role then becomes the responsibility of the Head Teacher.
- Have appropriate training to fulfil the role (renewed every 3 years), and have experience of leading educational visits.
- Keep the policy and guidance up to date.
- Support staff; be involved in the planning and management of visits, and monitor planning and delivery of visits; evaluate visits with staff.
- Oversee the necessary paperwork and risk assessments, ensuring they meet guidance requirements; will maintain records of visits (using eVisit – Educational Visits on-line Notification System).
- Ensure the DFE and BCC guidance is adhered to, and keep abreast of advice from OEAP.
- Ensure medical and first aid issues are addressed.
- Ensure emergency procedures are in place, clear to all staff, and adhered to.

Teachers/Visit leaders

Visit leaders will:

- Seek approval to carry out the visit.
- Be responsible for planning, organisation and management of visits in line with school and BCC policy, in liaison with the EV Coordinator, including defining the roles of the other adults; provide necessary information to supporting adults.

- Organise transport in accordance with BCC requirements, if appropriate, in liaison with the business manager.
- Organise letters to parents and ensure suitable consent has been sought from parents, including emergency contact and medical requirements etc.
- Where possible, undertake a pre-visit to the venue; ensure necessary insurance and health and safety requirements are adhered to; ensure child protection and first aid requirements are in place.
- Develop the risk assessment, in liaison with the business manager and/or EVC; this may include generic risk assessments and should always include points specific to the activity being planned; ensure risk assessments are understood by all adults on the visit. Where possible involve the pupils in risk assessments, e.g. when discussing how they are expected to behave on the bus, crossing roads, etc.
- Keep a register of all adults and pupils who attended, in order to follow checking in and out procedures.
- Report any accidents, incidents or near misses.
- Evaluate visits.
 - When working with third-party activity providers it is imperative that leaders avoid 'grey areas', so there should be a clear handover before and after any activity led by provider.
 - Should a provider run an activity in a way that causes concern, stop/consider stopping the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

Helpers/Volunteers

Helpers/Volunteers will be:

- Subject to an appropriate vetting and DBS checks, with a decision made by the Head Teacher.
- Used appropriately and not used to replace a visit leader.
- Suitably competent and confident to be able to carry out the duties they are assigned.
- Confident in their understanding of the role and responsibilities that they have been assigned and how these integrate with other staff.
- Enabled to contribute to the evaluation of all aspects of the visit.
- Appropriately briefed on:
 - Relevant establishment and visit procedures.
 - Group characteristics, including age, health, capabilities, special educational needs, behaviour and any other relevant matters in the - context of the visit.
 - Nature and location of the activity.

Where the helper is a parent (or otherwise in a close relationship with a young person taking part in the visit), they should be made aware of the potential for their relationship to compromise group management, particularly if there is a serious incident. There is a probability that the helper may be distracted by the needs of their own child, rather than looking to the needs of the whole group. This means that the Visit Leader should directly address this issue as part of the risk-benefit assessment and not assign a helper to a leadership role which gives them a direct responsibility for their own child, other than where this is a risk managed part of the visit plan.

Parents

Parents will be:

- Kept up to date with the policy (this is available on school website).
- Kept fully informed of all trips and visits. Information will include:
 - date, timings and venue
 - reason for visit
 - method of transport, if required
 - emergency contact
 - charges/voluntary contributions
 - clothing/footwear needed
 - money, food etc arrangements

PROCEDURES FOR ORGANISING VISITS AND APPROVAL

When planning a visit staff need to:

- Seek approval for the visit from the Head Teacher/EVC, having gathered all relevant information regarding arrangements, activities, risk assessments of establishment (if relevant), costs, and transport arrangements. Parent transport is not used, other than to sporting events, and then parents may only transport their own children. Any staff using their own vehicles will be covered with suitable insurance.
- Undertake a pre-visit, if possible and appropriate.
- Ensure risk assessments are completed: these will be done with the EVC. Generic risk assessments are in place for a range of activities, including use of transport, local walks, and in planning the visit these should be reviewed for any activity-specific information to be added. These should be kept with the group leader.
- Seek parental consent, if required. General consent should be found in pupil planners and cover a range of visits, including local walks, sporting events, school trips (other than residential). Gather any relevant information about medical needs, SEND, etc
- Submit the risk assessments and planning for the visit, via eVisit, for approval from the EVC and Head Teacher. This must be done **2 weeks** prior to the visit (at **least 4 weeks** prior for overnight stays and adventurous activities).
- Ensure first aid and medical requirements are planned for.
- Understand the emergency procedures.
- Ensure adequate supervision is organised (see below).

- Ensure all accompanying adults, including staff and volunteers, have a clear plan of the activity and are clear on their responsibilities; they should know what to do in case of an emergency, and what the risk assessments are; they should have a register/list of their group members and regularly undertake headcounts; they should have a means to contact the visit leader, if required.
- Ensure catering staff are informed in advance if packed lunches are required.
- Monitor the progress of the visit throughout, ensuring all activities and procedures are taking place as planned and continuously assessing possible risks throughout the visit.
- Evaluate the activity afterwards with the EVC – through discussion and uploading an evaluation form to the eVisits notification system.
- Ensure paperwork is completed in case of any near misses or accidents, and that all parties are informed.

For further guidance, please see the following section of Birmingham City Council's document: **Policy and Guidance for Educational Visits and Learning Outside the Classroom:**

13. Preliminary Visits and Provider Assurances.

14. Adventure Activities Licensing Regulations.

19. Planning and Consent

Supervision Ratios

Young people must be supervised at all times and the group leader is responsible for the group at all times. The following ratios are a **guide only**; each activity should be assessed individually for suitable supervision; off-site venues may also have their own supervision requirements. A professional judgement about supervision ratios should be made alongside the EVC/Headteacher.

Low risk activities (where the risk is similar to everyday life)

- EYFS – one adult to every 4-6 pupils
- Key Stage 1 – one adult to every 4-6 pupils
- Key Stage 2 – one adult to every 10 pupils

High Risk (adventurous, residential)

- Key Stage 1 – one adult to every 2 pupils
- Key Stage 2 – one adult to every 6-10 pupils

Local visits eg. Walking to Holy Name Church – minimum of 3 adults per class.

Visits not in the local area – minimum of 4 adults per class.

For further information, please see **section 12** of Birmingham City Council's document: **Policy and Guidance for Educational Visits and Learning Outside the Classroom.**

MONITORING and RECORD KEEPING

- The policy and guidelines will be regularly reviewed by the Headteacher and Governing Body.
- The EVC will monitor visits through use of eVisits and through coordination with Visit Leaders.
- Records of **ALL** visits will be kept.
- ALL visits will be recorded in the school diary.
- In addition, all off-site visits will be recorded on eVisits in line with the planning procedures above. This will be done in advance of the visit and will include all necessary risk assessments, including some generic ones held in school (e.g for transport arrangements). Parents will be informed of these visits in advance via the school newsletter, and these are covered by the permission forms completed by parents when their child enrolls into school. Additional consent will be given via Parent Pay upon parents paying the visit costs.
- Residential visits will be recorded using eVisits. Activity specific risk assessments will be developed. Parents will be informed of these visits well in advance and meetings will be held to give parents details of activities, etc. These risk assessments will be uploaded to eVisits **at least 4 weeks** in advance, to obtain authorisation from BCC.

INDUCTION AND TRAINING

- Newly qualified staff will be given the opportunity to undertake peer monitoring as part of their induction year, if required, in order to gain experience in organising and managing visits. They will always be accompanied by experienced support staff and/or teachers in their NQT year.
- The EVC will keep their training up to date and will keep abreast of developments from LA, DFE and from national best practice via the OEAP website.
- All staff will be made aware of their responsibilities via staff INSET and policy update. It is the responsibility of Visit Leaders to be aware of current policy and LA guidelines.

RISK MANAGEMENT AND RISK ASSESSMENT

Risk management, in the context of outdoor learning and off-site visits, 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.

The fact that most human activity involves risk, and that this cannot be eliminated unless activities are not undertaken is recognised by both the Health and Safety Executive (HSE) and the Department for Education (DfE):

“HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools, but getting this

balance right is essential for realising all these benefits in practice". (School trips and outdoor learning activities: Tackling the health and safety myths, HSE).

"School employers should always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether but it should avoid needless or unhelpful paperwork". (The Department for Education's advice on health and safety for Schools updated February 2014)

There are two broad categories that require risk management and planning:

1. Routine visits that involve no more than an everyday level of risk and are covered by establishment procedures and policy. 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.
2. 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.

Risk management involves answering two basic questions:

- What could go wrong?
- What are we going to do about it?

This process happens at three levels:

Generic Risk Assessment

- Policies and procedures that apply across a range of visits (normally recorded).
- This is guidance or practice that remains constant regardless of the nature of the visit and they form part of an establishment's policy and procedures. It covers the management of risks identified as relevant to all visits involving similar activities.

At St. Mark's School this will cover:

- Visits in local area, including crossing the road
- Sporting events
- Travel to visits
- Visits to local church
- When using a generic risk assessment, it is the responsibility of the group leader to ensure it is fit for purpose and whether additional activity-specific information needs to be assessed for risk and added.

Visit-specific Risk Assessment

- Carried out before the visit takes place (recorded)
- This is the identification and management of any risks not already covered through generic risk management. If existing generic documents cover everything then there is no need to repeat anything.
- It is unique to each occasion and should address staffing, activity, group, environment and distance
- These could record all significant findings for a particular visit or they may simply record issues not covered by existing generic documents.
- In the absence of generic documents, any significant findings should be included in the visit specific record.
- At St. Mark's we use electronic notification through eVisit.

Dynamic/on-going Risk Assessment

- Carried out continuously throughout the visit (not necessary to record)
- This refers to the on-going monitoring of all aspects of the visit/activity by the visit leaders/volunteers. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended. In practice, it is often these on-going decisions of the Visit Leader(s) that determine whether the group remains safe and whether the activity is successful.

Coronavirus (COVID-19)

Day Visits:

In line with the government roadmap, we have been able to resume educational day visits from 12 April 2021. All educational day visits will be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. Full and thorough risk assessments will be undertaken for all educational visits to ensure they can be undertaken safely. As part of this risk assessment, consideration will be taken as to what control measures need to be used and visit leaders will follow wider advice on visiting indoor and outdoor venues. This will be planned in consultation with the health and safety guidance on educational visits.

Residentials:

In line with the government roadmap, schools can undertake domestic residential education visits, from 17 May 2021. Any domestic residential educational visits will be conducted in line with relevant COVID-19 guidance and regulations in place at that time. Children will be within their consistent groups (bubbles) for the purpose of the visit.

Annex C of the Schools Coronavirus Operational Guidance (May 2021), sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3. Full and thorough risk assessments will be carried out in relation to all educational visits to ensure they can be undertaken safely. The steps outlined in annex C will be taken to ensure that children are being taken into a safe environment.

Please see **section 20 and 21** of Birmingham City Council's document: **Policy and Guidance for Educational Visits and Learning Outside the Classroom**, for more information on Residentials and Coronavirus.

EMERGENCY PROCEDURES AND INCIDENT REPORTING

When we look at how things can go wrong on an Off-Site Visit, it is possible to consider emergencies in four categories, depending upon the nature of the incident. Planning and preparation for Off-Site Visits should ensure an appropriate response to an emergency in any of these categories, at any time of day or night.

- **Incident:** a situation that is dealt with by the Visit Leadership Team. This may, perhaps, involve some communication back to school or to parents, and some support from the EVC/Headteacher but the Visit Leader remains in control and is able to cope.

- **Emergency:** an incident which overwhelms the coping mechanisms of the Visit Leadership Team and which requires the School's Emergency Plan for Off-Site Visits to be initiated. This may involve some communication with the Employer (BCC) and support from it, but the school takes control of the situation and is able to cope. An incident is an emergency where:

- A group member has suffered a serious injury
- A group member is at risk
- A group member has gone missing for a significant period
- Any other incident beyond normal coping mechanism of the visit leader

- **Critical Incident:** an incident which overwhelms the coping mechanisms of both the Visit Leadership Team and the school, and which requires the Establishment Emergency Plan and the Employer Critical Incident Plan to be initiated. The Employer takes control of the situation and supports the school and the visit staff/participants. For example - An incident meets the criteria as laid down in the BCC policy - Goes beyond the ability of the school to cope Responding to a critical incident

- The Visit Leadership Team should **stabilise** the situation as far as possible.
- The Visit Leadership Team should **alert** the School Emergency Contact.
- The School Emergency Contact should **decide** the level of response required and, when necessary, **initiate** the Emergency Plan and **alert** the Employer's Emergency Contact.
- The Employer's Emergency Contact should **initiate** the Employer's Critical Incident Plan for Off-Site Visits.

A critical incident is an incident where any member of a group undertaking an educational visit or learning outside the classroom activity has either:

- Suffered a life-threatening injury or fatality;
- Is at serious risk;
- Or has gone missing for a significant and unacceptable period.

- **Major Incident:** an incident which (if in the UK) is declared as a major incident by the Police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated, or where (if outside

the UK) the relevant authorities take control. Both the School's and the Employer's Response Plans will be required in order to coordinate with the Police or other authorities.

Relevant emergency contact telephone numbers will be carried by leaders at all times during offsite educational visits, but should only be used in the case of a genuine emergency.

For more information, please refer to **section 5** – Risk Management of Birmingham City Council's document: **Policy and Guidance for Educational Visits and Learning Outside the Classroom.**

Key points:

Deciding what to do in the event of an accident or emergency should form part of the planning and preparation of every Off-Site Visit, and be written down as Emergency Procedures for the visit. All members of the Visit Leadership Team should be familiar with these.

- All staff should carry information of who to contact in case of an emergency
 - The Emergency Card should be carried at all times by the Visit Leader.
- Staff should carry a mobile phone. They should also ensure school has all necessary up to date contact numbers.
- In cases of incidents and emergencies, staff will contact the school office during the day or the agreed emergency contact (24 hours) in case of residential visits.
- School will then respond in line with BCC Policy and Guidance for Educational Visits, and if necessary, BCC Guidance for Critical Incidents.
- If necessary, emergency services will be called, e.g. ambulance by the leader and/or school.
- School will contact parents in case of any emergency and the designated emergency contact will be responsible for this. The Emergency Contact will hold all the relevant information, including contacts, close at hand at all times whilst the visit is in progress (paper copies, in case electronic information is inaccessible).
- All adults on the visit should know who the Visit Leader is, and young people should also know what to do in case of an emergency.
- For residential visits, plans must take into account the possibility of an incident occurring out of normal working hours. The procedures of the establishment will also be followed.
- Useful documents include OEAP leader checklists, available on the website.
- All staff hold emergency basic first aid training and will follow procedures, as necessary.
- All information about incidents will be recorded, in line with BCC policy.

BEHAVIOUR

- School policies on behaviour and safeguarding will be followed at all times.
- All children will be reminded of behaviour expectations and they will mirror those expected in school.
 - Pupils will be reminded of safety procedures prior to all visits and the timetable of the day will be explained to them. It will be made clear who is the group and overall Visit Leader.

- For pupils who have challenging behaviour issues, a risk assessment will be undertaken and all possible measures will be put in place to ensure the child is included in the school trip. A child will only ever be excluded in extreme cases from outdoor visits if their behaviour poses a risk to themselves or other pupils and adults. This assessment will be undertaken in consultation with parents/carers.

INCLUSION

- This policy presumes an entitlement of all pupils to participate in events, and is in line with the Equality Policy.
- Accessibility issues will be considered as part of the planning process and realistic modification or adaptations will be made wherever possible.

Please see **section 16** of Birmingham City Council's document: **Policy and Guidance for Educational Visits and Learning Outside the Classroom**, for more information on Inclusion.

INSURANCE

- The school is covered by the LA insurance and all visits are covered by the Employer's Liability and Public Liability insurance.
- See Birmingham City Council's document: **Policy and Guidance for Educational Visits and Learning Outside the Classroom**, for further information on when additional insurance is required, e.g for residential and overseas visits. Section 15. Insurance for Educational Visits and Off-Site Activities.

FINANCE

- When arranging a visit, the cost effectiveness and value for money that the activity offers will be part of the planning process.
- Parents will be asked for contributions towards the cost and school will support with funding, whenever possible.
- Visits will only be cancelled if the majority of costs cannot be met or supported by school funds.
- No pupils will be excluded from visits (other than residential or those outside of school hours) if parents cannot pay.

For further policies and guidance, please see the Birmingham City Council (BCC) Policy and Guidance for Educational Visits and Learning Outside the Classroom. Also, The Outdoor Education Advisers Panel National Guidance for the Management of Outdoor Learning, Off-site Visits and Learning Outside the Classroom <https://oeapng.info>.

Appendices:

Risk Assessment:

- A Risk Assessment identifies hazards that may cause harm and then identifies the control measures that will reduce the risk to acceptable levels.
- Risk Assessments are a legal requirement and should be recorded and reviewed
- Risk Assessments are most effective when discussed with colleagues before writing and during recording.
- Generic Risk Assessments must be used in conjunction with Site Specific Risk Assessments and the Authority's Health and Safety Policy document. The Visit Leader should then ensure that those Risk Assessments are appropriate, or should make any necessary additions or changes. The dated signature by the Visit Leader confirms that all staff/adults on the visit have read, understood and adopted the written Risk Assessment.
- Suitable briefings **must** be given for all key areas to the relevant people.

The Risk Assessment process must be seen as 'on-going' and 'dynamic'.

In other words, professional judgements and decisions regarding safety will need to be made during the activity. If the control measures aren't sufficient, the activity must not proceed.

EDUCATIONAL VISITS RISK ASSESSMENT		
Venue: _____ Date: _____ Activity: _____ _____	Year group: _____ Number of students: _____ Male _____ Female _____ Number of adults: _____ Visit leader: _____ Assistant leaders: _____ _____ First aider: Yes/No If yes, name _____	Benefit or Learning Outcomes:
<p style="text-align: center;">ASPECTS TO CONSIDER (List significant hazards/risks) Using the key areas identify where potential hazards may occur. These will be reviewed before final approval is granted.</p>	<p style="text-align: center;">CONTROL MEASURES What measures can be put into place to reduce the likelihood and severity of significant risks to an acceptable low level/ rating?</p>	<p style="color: red; font-weight: bold; font-size: 1.2em;">Generic</p>

Emergency Contact numbers:

Role:	Name:	Contact Number 1:	Contact Number 2:
School	St. Mark's School	0121 357 9892	
Head Teacher	Mrs Danielle Linley		
Deputy Head Teacher	Mr Craig Ellicott		
Educational Visits Advisor	Richard Batty	07432053936	
Educational Visits Advisor	Tom Lilley	07980266367	
Birmingham City Council- Critical incident	Please contact BCC School and Governor Support Email school.support@birmingham.gov.uk	0121 303 2541	Out of hours: 0121 303 4149
Birmingham City Council Press Office (Office hours)		0121 303 3885 /	07920 088 571
Birmingham City Council Emergency Press Officer (Out of Hours)		0121 303 3287	

When calling, be prepared to give the following information:

- The exact nature of the incident.
- Date, time and location of the incident.
- Full name and ages of the casualties, nature of injuries, names of others involved.
- Actions taken so far, actions yet to be taken (and by whom).
- Whether emergency services or the police have been called.

EMERGENCY REFERENCE CARD

1. Make injured party safe if appropriate. Remember your responsibilities to the group and staff; remove from any danger; ensure safety.
2. Administer First Aid as appropriate/ require.
3. At the earliest opportunity alert emergency services by dialling 999
4. Notify school/ venue and all necessary so that parents can be informed if hospital visit is required.
5. Do not allow others involved to phone until contact has been made with school and senior staff have made a decision.
6. In the event of an accident refer to the LA. Do not comment to any press.

EMERGENCY CARD – FOR EMERGENCY CONTACTS

THIS CARD SHOULD BE HELD BY ALL EMERGENCY CONTACTS AND KEPT IN THEIR POSSESSION THROUGHOUT THE VISIT.

IN THE EVENT OF A SERIOUS ACCIDENT, SUCH AS A FATALITY, MULTIPLE INJURY, MENINGITIS, ABDUCTION OR NATURAL/MAN-MADE DISASTER THE FOLLOWING PROCEDURES MUST BE FOLLOWED:

1. If contacted by the group leader, ask for and write down all the information required including -
 - The telephone number of the group leader making the call
 - Time of call, time of incident
 - Nature of incident, including names of pupils and staff involved, type of injuries, location of incident
 - Ask have emergency services (999) been called/at the scene
2. Locate your copy of all the information about the visit.

3. For all incidents during school hours please contact BCC School and Governor Support below:

First point of contact: 0121 303 2541.

Email school.support@birmingham.gov.uk

If not available, contact:

Amanda Daniels, Head of Educational Psychology

Tel: 0121 303 0100

Mobile: 07766 925152

For all critical incidents outside of normal school hours please phone the **Press Office out of hours number:0121 303 3287**. The Press Officer on duty at the time will contact relevant Directorate personnel. (Director or Assistant Director)

4. Be prepared to go to an emergency control centre with all the visit information if requested to do so.
5. Stay in contact with the group leader until the accident/incident is fully under control.
6. DO NOT contact individual parents or adults associated with the visit until this has been agreed with either Senior Management or the BCC Health & Safety Team.
8. DO NOT speak to the press or media, refer them to the Press Officer.
9. Keep a written account of all events/times/contacts following notification of the serious accident/incident.
10. Remain on call so the group leader can relay further information to you.

EMERGENCY CARD – Visit Leader

THIS CARD SHOULD BE HELD BY GROUP LEADER AND KEPT IN THEIR POSSESSION THROUGHOUT THE VISIT.

IN THE EVENT OF A SERIOUS ACCIDENT, SUCH AS A FATALITY, MULTIPLE INJURY, MENINGITIS, ABDUCTION OR NATURAL/MAN-MADE DISASTER THE FOLLOWING PROCEDURES MUST BE FOLLOWED:

1. Assess the situation and safeguard the uninjured members of the group.
2. Attend to any casualties.
3. Call the emergency services, if appropriate. (999 in UK, 112 in Europe, 911 in North America)
4. Contact your Emergency Contacts at your School.
5. 24hr Assistance - If you are unable to get in touch with your emergency contacts or for all critical incidents outside of normal school hours phone the **Press Office out of hours number:0121 303 3287**. The Press Officer on duty at the time will contact relevant Directorate personnel. (Director or Assistant Director)
- 6.. Stay in contact with your own establishments Emergency Contacts until the accident/incident is fully under control.

7. DO NOT contact individual parents or adults associated with the visit, this will be done by the Emergency Contacts/BCC Health & Safety Team.
9. DO NOT speak to the press or media, refer them to the Press Officer.
10. Keep a written account of all events/times/contacts/decisions as they happen. This will help you recall events afterwards.
11. Keep all receipts for any expenses. Insurers will ask for these after the event should you wish to claim them back.
12. If abroad, ring the British Consulate or Embassy.