



Educational Visits Policy

Updated: September, 2021
Next Review: September 2022

White Meadows Primary School

Educational Visits Policy

Rationale

Well-planned and executed educational visits provide our pupils with valuable experiences, which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice.

Purposes

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

Learning outside the classroom can also provide opportunities for development in other areas, these has been summarised in High Quality Outdoor Education (2015) as:

- Enjoyment;
- Confidence and character;
- Health and well-being;
- Social and emotional awareness;
- Environmental awareness;
- Activity skills;
- Personal qualities;
- Skills for life;
- Increased motivation and appetite for learning;
- Broadened horizons.

Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

The following guidelines support the planning and implementation of educational visits organised at White Meadows Primary School.

Head Teacher/EVC

The Head Teacher/EVC at White Meadows will endeavour to ensure that:

- They have appointed a suitable group leader
- All necessary actions have been completed before the visit begins
- The risk assessment is complete and that it is safe to make the visit
- Training needs have been met
- The group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively
- The group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity

- All supervisors on the visit are appropriate people to supervise children and have appropriate DBS clearance
- The governing body has approved the visit, if necessary
- Parents have signed consent forms
- Arrangements have been made for all the medical needs and special educational needs of all the children
- The mode of travel is appropriate
- Travel times out and back are known
- There is adequate and relevant insurance cover
- They have the address and phone number of the visit's venue and have a contact name
- The leader carries the parent consent slips containing emergency numbers of parents/carers
- The evolve form has been filled in and approved

Group Leader

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Head Teacher. The Group Leader should:

- Be able to control and lead pupils of the relevant age range
- Be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- Undertake and complete a comprehensive risk assessment
- Have regard to the health and safety of the group at all times
- Know all the pupils proposed for the visit to assess their suitability
- Observe the guidance set out for teachers and other adults below
- Ensure that pupils understand their responsibilities (see responsibilities of pupils below)
- Ensure that the pupils take part in the risk assessment procedure before the trip

Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of the LEA or of the Governing Body. They will, therefore, be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teacher and other adults on the visit must:

- Do their best to ensure the health and safety of everyone in the group
- Care for each individual pupil as any reasonable parent would
- Follow the instructions of the leader and help with control and discipline
- Non-teaching staff should generally not have sole charge of pupils except where risks to health and safety are minimal
- Adhere to GDPR (data protection) guidelines - see below
- Consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable

Responsibilities of pupils

The group leader should make it clear to pupils that they must:

- Not take unnecessary risks
- Follow the instructions of the leader and other adults
- Dress and behave sensibly and responsibly
- Look out for anything that might hurt or threaten anyone in the group and tell the group leader about it

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits (especially for adventurous, overseas or residential).

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language.

Parents must:

- Provide the group leader with emergency contact number(s)
- Sign the consent form (or give electronic permission online)
- Give the group leader relevant information about their child's health which might be relevant to the visit

Planning off-site visits

N.B.: For Residential, Overseas or Adventurous visits, discussions and planning have to occur with the EVC a suitable time before the visit is set to occur, ideally a year before! This is because there are additional steps, including the county approval - at least four weeks prior to the visit commencing.

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning take place. This involves considering the dangers and difficulties that may arise and making plans to avoid them.

The Head Teacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Head Teacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The organiser / group leader must agree all plans with the Head Teacher/EVC.

For planning off-site visits, see [Appendix 1](#) for a flowchart that must be followed by members of staff planning a visit. See also, [Appendix 2](#) for the pre-approval Educational Visits sheet, which must be shown to a member of SLT before the visit can be approved.

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using White Meadow's Risk Assessment Evaluation Form (See [Appendix 3](#) for example. Others can be found in T:\Educational visits\Educational Visits Risk Assessments\2018-2019). The risk assessment should include the following considerations:

- What are the risks?
- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What is the acceptable ratio of adults to children for this visit?

The group leader and other supervisors should continually reassess the risks throughout the visit (dynamic risk assessment) and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken
- The location
- The competence, experience and qualifications of supervisory staff
- The group members' age, competence, fitness and temperament
- Pupils with special educational or medical needs
- The quality and suitability of available equipment
- Seasonal conditions, weather and timing

Exploratory visit

The group leader (and other staff if possible) should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit
- Assess potential areas and levels of risk
- Ensure that the venue can cater for the needs of the staff and pupils in the group
- Ensure that the group leader is familiar with the area before taking a party of young people

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- A suitably stocked first-aid box
- A person appointed to be in charge of first-aid arrangements

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher/EVC should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

(For some visits, where additional risk may be involved - like a train and tube visit to London - adults, or even children, may need an **emergency contact card** - See example of group leader version **Appendix 4**).

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- Sex, age and ability of group
- Special needs pupils
- Nature of activities
- Experience of adults in off-site supervision
- Duration and nature of the journey
- Type of any accommodation
- Competence of staff, both general and on specific activities

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

As general guidelines, the following ratio of adults to children should be used:

Nursery and Early Years, visits off-site may be as low as:	1:2
Key Stage One, visits off-site on foot:	1:6
Key Stage One, visits off site involving public transport:	1:6
Key Stage Two, visits off-site on foot:	1:15
Key Stage Two, visits off-site involving public transport:	1:15

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits and discussion with the EVC. Where there is more than one adult supervisor a group leader, who has authority over the whole party, should be appointed.

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally, they should be well known to the school and the pupil group. **Unless volunteers are DBS checked and prior approved, they should never be left alone with children.**

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times (Especially regarding appropriate behaviour, emergency actions and use of mobile phones; social media & cameras). In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

If the school is leading an adventure activity, such as canoeing, the LEA or Governing Body must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place.

IMPORTANT: Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them

and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This should include considering any health and safety issues.

Participation

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit, they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits, the group leader should consider whether such pupils will return home early.

Information to pupils

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information.

Pupils should understand:

- The aims and objectives of the visit / activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- Why safety precautions are in place
- What standard of behaviour is expected from pupils
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- Arrive on time and wait for the transport away from the road, track, etc
- Do not rush towards the transport when it arrives
- Wear your seatbelt and stay seated while travelling on transport
- Make sure your bags do not block aisles on the transport
- Never attempt to get on or off the moving transport
- Never throw things out of the transport vehicle's windows
- Never get off a vehicle held up by traffic lights or in traffic
- Never run about while transport is moving or pass someone on steps or stairs
- Never kneel or stand on seats or otherwise impede the driver's vision
- Never distract or disturb the driver
- Stay clear of automatic doors / manual doors after boarding or leaving the transport
- After leaving the vehicle, always wait for it to move off before crossing the road
- If you have to cross roads to get to the transport always use the green cross code
- If you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group

Pupils with special educational and medical needs

The Head Teacher will not exclude pupils with special educational or medical needs from school visits, unless employees or participants could be placed in inappropriate risk if a health and safety issue arise (see WSCC guidance below). Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. It is the duty of the group leader to conduct a full risk assessment for any pupils that may require additional support. Sometimes, this may include careful consideration of all aspects of the visit and could require parental dialogue from an early stage.

Under the Equality Act 2010, it is unlawful to discriminate against participants because of their disability, without material or substantial justification.

You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act 2010 does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled child or young person should not impinge unduly on the planned purpose of the activity.

(WSCC Regulations and Notes of Guidance for LOTC 2018-19)

NOTE: If there are worries regarding safeguarding children and staff, related to behavioural concerns. Participation can be at the discretion of the head, but with parental discussion in advance, if possible.

Communicating with Parents / Guardians

Parents need to be aware that the teachers on the visit will be acting in their place - 'in loco parentis' - and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil's health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- Dates of the visit
- Times of departure and return (keep the school office updated as required)
- Mode(s) of travel including the name of any travel company
- Details of accommodation with security and supervisory arrangements on site
- Names of leader, or other staff and of other accompanying adults
- Visit's objectives
- Details of the activities planned and of how the assessed risks will be managed
- Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested
- Clothing and equipment to be taken
- Money to be taken
- The information to be given by parents and what they will be asked to consent to

Parental consent

West Sussex County Council, who we have a service user agreement with say that:

Written consent from parents/carers is not required for pupils to take part in the majority of activities or visits organised by a school (with the exception of

nursery age children) because most of these activities take place during school hours and are a normal part of a pupil's education at school. However, parents/carers should be told where their child will be at all times and of any extra safety measures required.

Written consent must be requested for activities that need a higher level of risk management or those that take place outside school hours.

White Meadows Primary School will seek consent for:

- Visits involving children
- Adventure activities
- Visits abroad
- Other residential visits

If parents withhold consent absolutely the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Head Teacher will need to consider whether the child may be taken on the visit or not. The School's parental consent form should be completed for each pupil in the group.

Data Protection (GDPR)

The General Data Protection Regulation (GDPR) is a Europe-wide law that replaces the Data Protection Act 1998 in the UK. The GDPR applies to 'personal data', which means any information relating to an identifiable person. We must take 'reasonable steps' to safeguard personal data.

- The main visit/group leader should take only necessary educational visit paperwork. The information should be stored and carried as securely as possible when on educational visits. Password-protected digitally held information might be an option, but bear-in-mind signal accessibility, if held in 'cloud' storage.
- The Visit Leader is responsible for distributing and collecting back all educational visit paperwork from staff attending the visit.
- To minimise data breaches, names lists should only be distributed to group leaders that have responsibility for that specific group (Ideally, omitting full surnames and any other irrelevant data; such as school names, telephone numbers).
- Medical information could be coded to minimise issues - clearly, safeguarding children will always trump data protection!
- Staff planning educational visits outside of the EU, whereby it is necessary to pass personal data to an organisation outside of the EU, such as a hotel, must obtain permission from parents for this data to be sent.
- ANY DATA BREACHES SHOULD BE IMMEDIATELY REPORTED TO THE HEAD OF SCHOOL. This is because under GDPR guidelines, we will have to report of personal data breaches where it is likely to result in a risk to the rights and freedoms of individuals.

Photography and Images of pupils:

No unauthorised images should be taken. Authorised images that will contain pupils should only be taken using school provided photographic equipment, and not on mobile phones or other personal electronic devices. Images must only be downloaded onto IT provided/encrypted by the school, and must be deleted from the photographic equipment before it is returned.

Any pupils for whom the school does not have consent must not be in photographs taken on educational visits.

'Selfies' should not be taken by adults on an educational visit without prior consent.

Residential visits (These will always be discussed further with SLT and EVC)

Hostels and Hotels

The school will bear in mind the following:

- The group leader should ideally have adjoining rooms with staff quarters next to the young people's - we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance
- The immediate accommodation area should be exclusively for the use of the group
- Access by staff to student rooms must be available at all times
- Separate male and female sleeping areas for pupils and adults
- Ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel
- Security arrangements - where the reception is not staffed 24 hours a day
- Security arrangements should be in force to stop unauthorised visitors
- Ensure that locks / shutters etc. Work on all the rooms used by the group
- Storage of clothes, luggage, equipment etc., particularly safekeeping of valuables
- Adequate lighting - it is advisable to bring a torch
- Provision for sick, disabled pupils or those with special needs
- Safety in rooms (electrical connections, secure balconies)
- Recreational accommodation / facilities for the group

Coastal visits

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. At White Meadows, the group leader should bear the following points in mind in the risk assessment of a coastal activity:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked
- Ensure group members are aware of warning signs and flags
- Establish a base on the beach to which members of the group may return if separated
- Look out for hazards such as glass, barbed wire and sewage outflows etc
- Some of a group's time on a beach may be recreational - group leaders should consider which areas of the terrain and sea are out of bounds
- Cliff tops can be highly dangerous for school groups even during daylight
- The group should keep to the path at all times

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group.

Swimming in the sea on a coastal visit, will **not** be allowed for White Meadows children. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas, which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Farm visits

White Meadows recognises that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli O157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basis rules for a farm visit will be that we will never let pupils:

- Place their faces against the animals or their hands in their mouths after feeding them
- Eat until they have washed their hands
- Sample any animal foodstuffs
- Drink from farm taps (other than in designated public facilities)

Appendix 1 - Educational Visits Approval Flowchart (Found in Shared Staff/Educational Visits/Educational Visits - MUST READ FORMS):

Educational Visits Approval Flowchart

<u>Educational Visit Name:</u>
<u>Year Group:</u>
<u>Date:</u>
<u>Trip Organiser:</u>

Day Trips – Non hazardous
SLT Permission At least 1 month of notice

Day Trips -Adventurous (Forest Schools)
SLT Permission Seek advice from EVC At least 1 month of notice

UK Residential / Overseas (Bushcraft)
SLT Permission Seek advice from EVC At least 1 month of notice

<p><u>Trip Planning:</u></p> <ul style="list-style-type: none"> • Will need to conduct a pre-visit (if required) - Worth filling out the Risk Assessment at same time • Can use EVOLVE checklist to support you • Pre educational visit sheet will need to be filled out • Letter to parents will need creating (Check school diary for free dates) and 'Provisionally' book.

<p><u>SLT Trip Permission:</u></p> <p>Show a member of SLT the following items:</p> <ol style="list-style-type: none"> 1. Pre Educational Visit Sheet 2. Risk Assessment 3. Letter to Parents 4. Educational Visit Checklist (Ticked off)

<p><u>Educational Visit Checklist:</u></p> <p>(If trip is ADVENTUROUS, RESIDENTIAL or OVERSEAS, additional information will be required – consult EVC)</p> <ul style="list-style-type: none"> • Experienced Leader? <input type="checkbox"/> • Visit Times & Dates (Check diary) <input type="checkbox"/> • Provider—Are they qualified and insured? <input type="checkbox"/> • Statting (KS1 I-b, KS2 I-10) <input type="checkbox"/> • Travel (Additional costs?) <input type="checkbox"/> • Purpose & Learning Outcomes <input type="checkbox"/> • Risk Assessment <input type="checkbox"/> <p>NOTE: We must receive 85% of payment for the trip to be accepted</p>

SLT / EVC	<u>Permission Granted</u> <input type="checkbox"/>
	<u>Permission Not-Granted</u> <input type="checkbox"/>
	<u>Signed:</u> _____ <u>Date:</u> _____
	<u>Notes:</u>



If permission is granted, please email details to the office and complete EVOLVE



Appendix 2 - Pre-Approval Educational Visits Sheet (Found in Shared Staff/Educational Visits/Educational Visits - MUST READ FORMS):

Pre-Approval - Educational Visit Sheet

This form should be completed and a copy given to Stuart (EVC) and Claire (SBM) with a minimum of 4 weeks notice of the activity taking place.

<p>Year Group :</p> <p>No of children going:</p> <p>Teacher in Charge:</p>	
<p>Place & Date of Visit: (Checked Diary?)</p> <p>Contact number of venue:</p> <p>Date of pre-visit:</p> <p>Educational reason for visit:</p>	
<p><u>COSTINGS:</u> Note – Trips must be <u>refundable</u> if they are being booked without costs upfront</p> <p>*Provide breakdown of costings – include as required: entrance, transport, food, additional insurance, resources) *Add details of payment – on day or invoice?)</p> <p>Provide details here if using additional funds – FoWM etc. *Attach evidence of approval</p> <p>TOTAL COST:</p> <p>TOTAL COST (Per Child):</p>	
<p>Medical conditions / Risk assessments / Next of kin: (children & adults)</p> <p>Name(s) of First Aider(s):</p>	
<p>Draft letter? (a minimum of 4 weeks before the trip leaves)</p>	
<p>Confirm adequate Public Liability Insurance of provider?</p>	

Completed a Risk Assessment	
Method of Transport:	
Name and telephone no. of Coach Company:	
Staffing: (Refer to WSCC ratios / Must be agreed)	
Time of Departure from School:	
Time of Arrival back at School:	
<u>Additional Info:</u> 1. School lunch arrangements 2. In school activities? (Swim)	

<u>Notes</u>

Appendix 3 – Example of White Meadows Risk assessment (Other examples in T:\Educational visits\Educational Visits Risk Assessments\2018-2019):

White Meadows Primary Academy Specific Risk Assessment			
ACTIVITY: Drain Visits (Not residential, On-site or Off-site)		Visit Number: _____	
Visit Details:		Date of Visit: _____	
Assessment by: _____		Date: _____	
Significant Hazards and Associated Risks	Example Control Measures:	My Control Measures (Points in the Significant Hazards and Associated Risks column)	Residual Risk Rating (M / M H)
All eventualities 1. Leader competence 2. First aider 3. Shared 4. Briefing of 5. Briefing of 6. Briefing of	- Visit leaders will be familiar with and will follow WGCC Policy: Regulations & Codes of Guidance for Off-Site Educational Visits and Related Activities with 16/17/18/19/20/21 - All staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities. - All leaders will meet prior to departure to discuss and share risk assessments and implement management plans. - All leaders will be made aware of their roles and responsibilities prior to departure. - Leaders will brief young people regarding hazards and involve them in the risk assessment and management process.		
All Incidents, Accidents or Emergencies 1. Contact numbers 2. Nearest 3. Group leader 4. Emergency 5. First aid kit 6. Contingency plan	- The establishment has an emergency plan for dealing with an incident on an off-site visit, and knows how to contact sources of help. - Ensure sufficient supervisors to deal with an incident and take charge of the rest of the group. - At least one leader will carry a mobile phone (with ready charged battery and call credits if "pay as you go") (N.B. Mobile phones may not work in some areas due to weak signal). - Leaders and Establishment Contact will have immediate access to a copy of Emergency Procedures, (Emergency Events cards) including all emergency contact numbers, a list of young people and contact details of parents, group leader, school and, if appropriate head / establishment contact's after-hours number. - Leaders will have an appropriate level of first aid training as determined by the nature of the visit and accessibility of the venue for paramedics. - A complete first aid kit (and travel sickness entitlement) will be checked and taken with group. - The first aid kit will be easily accessed by all leaders. - Any personal medication to be kept secure and accessible only to leaders. - Leaders will have prepared a contingency plan in the event of an incident or other cause for a change to the original plan.		
Exposure to adverse effects of weather - cold injury, heat injury, over exertion to lift etc. 1. Appropriate clothing 2. Checking	- Staff will consider possible weather conditions, plan appropriate resources, and ensure that young people are aware of clothing and equipment required. - Specialist personal protective clothing and equipment will be made available to young members if appropriate. - Staff will plan and make provision for young people who may not bring suitable kit. Individual attending a check before.		

Appendix 4 – Educational Visits Leader Emergency Contact Card (Found in Shared Staff/Educational Visits/Educational Visits):

Incident notes / record	
Time	Event/Action/Decision



Emergency Action Card

Emergency services (including Mountain rescue)
 UK: 999 Europe: 112

School Office: 01903 731774
 Head of School: 07568081654

Emergency support from WSCC:
 In hours (8am-6pm Mon-Fri) +44 (0) 1243 642104
 Out of hours: +44(0) 2031 622286

<p>Emergency Procedure:</p> <p>In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:</p> <p style="text-align: center;">REMAIN CALM - Assess the situation.</p> <p>Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:</p> <ul style="list-style-type: none"> Accounted for, safe, supervised, briefed to ensure that they understand what to do to remain safe. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity. Call emergency services as appropriate. <p>Essential First Aid:</p> <ol style="list-style-type: none"> 1. Casualties need to be able to breathe - if they are unconscious this means being put into a safe airway position 2. You need to try to find and stop any serious external bleeding 3. You need to protect the casualty from the environment - keep them warm! 4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support 	<p>Once situation is contained:</p> <p>Inform the school/Establish your Emergency Contact or, if unavailable, your Employer (e.g. the Local Authority) Emergency Contact.</p> <p style="text-align: center;"><u>They will need the following information:</u></p> <ul style="list-style-type: none"> Who you are? (role?) & which Establishment you are from? What number can you be called back on? What is the nature of the emergency? How many casualties there are and their status? The total number of people in your party? Your current location? Whether you are staying where you are or moving? What time did the accident/incident happen? Liaise with and take advice from emergency services? <ul style="list-style-type: none"> ■ Consider the physical needs of the group and casualties (shelter, refreshments, and transport/repatriation) ■ Consider the emotional needs of the group ■ Control communications - prevent group members from using phones or going online unsupervised or until approval is given. ■ Keep a written log of all actions taken, conversations held and a timescale. ■ Refer all media, parental or other enquiries to your employer's press office.
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