



# STEP Academy Trust

## Off Site Policy

DATE POLICY AGREED: September 2013

DATE POLICY REVIEWED: September 2015

### Definition

Any activity which requires a child to leave the Academy site is classified as an Off-Site Activity and must be undertaken in accordance with this policy.

- e.g.
- a walk in the locality
  - a traffic survey
  - swimming lessons
  - theatre, museum, farm visits
  - residential visits
  - sports events/fixtures

### Aims

All STEP Academies aim to enrich the curriculum which can be offered within the Academy environment through activities and experiences which it believes can

- raise achievement;
- raise levels of self-confidence and motivation;
- develop social education and citizenship;
- promote health and fitness.

### The Purposes of this Policy

- to ensure that every Off-Site Activity has a specific stated objective;
- to provide staff who arrange and/or lead Off-Site Activities with clear procedures to follow in order that the activity is safe and successful;
- to ensure that arrangements comply with Government and Academy Guidelines;
- to reassure parents that the Academy will take all reasonable care for the safety and well-being of pupils throughout the activity.

### Responsibility

The Academy has overall responsibility for the Health and Safety of pupils and adults participating in Off-Site Activities. The role of the Governing Body, the Head Teacher and the Teacher-in-Charge is to discharge that responsibility on behalf of the Academy. The Teacher-in-Charge is responsible for planning and carrying out a risk assessment (**APPENDIX J**) for Off-Site Activities in accordance with this policy and for reporting back after the activity has taken place (generic risk assessments provided by venues can be used to inform this process). When possible, the assessment is to be given to the Off-Site co-ordinator 2 weeks prior to the activity, at the very least 4 days before the activity (where, for example matches are being booked with a week's warning).

The Head Teacher is responsible for assessing and approving the planned arrangements, for recording and reporting all Off-Site Activities in her/his Reports to Governors, for asking the Governors and/or Academy for their assessment/approval for Off-Site Activities requiring this. Therefore if there is not enough time to ensure the trip is safe (ie: the risk assessment is not complete or handed in), the activity may be cancelled. The Head Teacher delegates the responsibilities for planning and managing Off-Site Activities to an Off Site Visits Leader or member of office staff.

The Governors are responsible for satisfying themselves that routine activities are carried out in accordance with this policy and for assessing proposals for less routine activities, including any residential visits or travel outside the U.K.

### **Equal Opportunities**

All Off-Site Activities will be made available and accessible to all eligible pupils irrespective of ethnicity, sex, religion, SEN or disability.

In accordance with legal requirements no child will be excluded from any activity unless it can be established that the Academy has explored every possibility for managing difficulties including those of challenging behaviour.

### **Staffing**

The Teacher-in-Charge will be sufficiently experienced/qualified/informed to lead the activity. A qualified first-aider will accompany activities subject to availability and Risk Assessment. The minimum adult: pupil ratio may be acceptable, e.g. for coach travel to a venue with its own staff.

<b><u>Adult:Pupil Ratio</u></b>	<b><u>Recommended Ratio</u></b>	<b><u>Minimum Requirement</u></b>
Reception	1:4 or better	1:6
KS1	1:6 or better	1:8
KS2 – Y3 and Y4	1:8 or better	1:10
KS2 – Y5 and Y6	1:10 or better	1:10

*(see also p4 regarding public transport ratios of adults : children)*

For classes attending swimming lessons at the local pool travelling on authority coaches, 2 adults should accompany each class.

### **Provisos:**

- **Whenever possible** the Teacher-in-Charge will not supervise a group (this will be dependent upon numbers of parents volunteering to attend).
- **Never less than 3 staff members with any party** (one of which must be a qualified teacher and a first aider).
- With the exception of Nursery and Reception, wherever possible, at least half of the total adults accompanying the children should be members of the Academy staff.

### **Assisting Adults:-**

#### **Other Teachers:**

The Head Teacher may agree arrangements for teaching staff other than the class teacher(s) concerned to accompany visits where this is deemed either

- (i) necessary for supervision purposes  
or (ii) expedient for INSET purposes.

#### **Non-Teaching Staff:**

Whenever possible this will include the Teaching Assistant (TA) attached to the class and subject to individual circumstances, any TA attached to a pupil in the class. With the agreement of the Head Teacher, other TAs, Lunch Time Supervisors, Premises or Office Staff may be recruited.

### **Remuneration of Non-Teaching Staff:**

Where the visit/activity exceeds the number of paid hours, the member of staff will be paid for the hours worked up to a maximum of 5 in any one day or given time off in lieu.

### **Other Adult Volunteers:**

Wherever possible, CRB checks will have been carried out. Where CRB checks have not been completed, that adult should not be left in sole charge of the group at any time but work alongside a member of staff who has been checked.

### **Work Experience/Sixth Form Pupils:**

Sixth-formers undertaking work experience may assist with visits but will not be placed in charge of groups and must not count in the adult : pupil ratio.

### **SEN Personal Support Assistants:**

In the case of pupils with support for EBD, no child other than the pupil concerned will be placed in the care of their assigned pupil Teaching Assistant. Otherwise, subject to the arrangements ensuring maximum opportunity for the pupil concerned to benefit from the visit, other children may be placed in the care of the Support Assistant. If the child has a statement of educational needs for behaviour, provision (1:2:1 support) is to be discussed with the Inclusion Manager or Head teacher.

The Head Teacher will approve all arrangements.

### **Child Protection Issues:**

During day visits, arrangements will ensure that no adult has substantial access to children in a lone situation. Similar safeguards will be built into residential visits in addition to the requirement that all adults undertaking residential supervision shall have been subject to a CRB (Criminal Records Bureau) check.

### **Venues:**

Selected venues ideally will:

- have been visited by the Teacher-in-Charge or a colleague **within one year** of the proposed visit/activity (Academy will reimburse reasonable expenses incurred);
- have relevance to current curriculum studies;
- offer appropriate levels of educational/cultural opportunity and challenge;
- be reached within reasonable constraints of time, travel arrangements and costs;
- contribute to an overall balance and variety of visits.

Usually YR and KS1 pupils will visit venues within a short distance of the Academy or which cater specifically for young children. Academy will retain records of venues previously visited.

### **Costs:**

Academies will consider the costs of visits in terms of good value for money and the need to make reasonable financial demands on parents. The cost for a child for a visit will be the total expenses shared equally by the number of pupils eligible to participate. Parents will be asked to make a voluntary contribution of this amount and informed of the necessity to do so. ***No child will be excluded from a visit because of a parent's inability or refusal to contribute. However, Academy reserves the right to cancel a visit if sufficient financial support is not forthcoming.***

Academies also reserve the right to retain the cost of purchasing, for example, entrance tickets for a pupil who fails to attend an activity.

## **Transport:**

### **Coach/Minibus Travel:**

Only coaches fitted with seat belts will be used. Every passenger will have a seat. Seat belts will be worn throughout the journey.

### **Car Travel:**

The Academy will require all drivers to confirm in writing that they are adequately insured to transport children (comprehensive insurance – APPENDIX A) and to show their insurance certificates. Alongside this, proof will have to be obtained that their vehicle has an up-to-date MOT certificate if applicable. Only cars fitted with rear seat belts will be used.

Where necessary (when a child is below the minimum height of 135cms) a booster seat is provided and used (together with a seat belt) throughout the journey. Every passenger will have a seat. All children will travel in the rear seats. Seat belts will be worn throughout the journey. Child locks will be operated if available. Children will leave the car on the pavement side only. A written reminder of these requirements will be issued to drivers (**APPENDIX A**). Parental permission will be requested from all parents/carers whose children are to be transported by car.

### **Public Transport Travel:**

Better adult : pupil ratios will be required.

Reception/KS1-	1: 4 or better
KS2-	1: 6

Reception will only use public transport for short, simple journeys. For trams and trains the party will be distributed to use different doors but always 2 groups together to enable one adult to be first on/off and the other last on/off. Supervising adults will endeavour to negotiate seats, shared if necessary, for all children who, once seated, must then remain seated throughout the journey. Parents will be informed before giving their consent, that public transport seating cannot be guaranteed.

### **Road Crossing:**

Wherever possible, children will cross at controlled crossings. If no such crossing place is available, 2 members of staff will ensure that either the road is clear in both directions or that traffic has stopped in both directions before instructing the children to cross in the most expedient formation for the situation. This could be in a crocodile, in a sideways line kerb to kerb or in small groups. The decided arrangement will be made clear to supervisors and pupils before the procedure commences.

### **Risk Assessment:**

Academy will undertake Risk Assessments (**APPENDIX J**) for all Off-Site Activities (generic risk assessments provided by venues can be used to inform this process) and build into the arrangements appropriate preventative and protective measures which may include:-

- The selection of supervisory personnel with specific competences.
- The provision of training and/or information.
- Arrangements for First Aid.
- Appropriate briefing of pupils regarding standards of behaviour required and instructions to observe.

Arrangements for emergency procedures and for recording and reporting accidents or incidents are included in the Guidelines for Supervisors see **APPENDIX D**. Academy will include Health and Safety issues when reviewing Off-Site Activities. Academies will maintain a bank of Risk Assessments appropriate to particular visits or types of visit.

### **Information for Parents**

When a pupil is admitted to an Academy, the parent/carer will receive general information in the Academy brochure regarding the type of visits the Academy arranges. This will include statements regarding charging policy, the importance of reliable behaviour and the need for support/co-operation of parents/carers for children with medical conditions or challenging behaviour. A general 'Local Visits' permission form will be given to parents to sign.

### **Letters to Parents/Carers advising of Non-Residential Off-Site Activities:**

Must include the following information (**APPENDIX B**):-

1. Date of visit;
2. Expected times of departure and return;
3. Venue;
4. Means of transport (including reference to seating, if applicable);
5. Teacher in Charge and total number of supervising adults;
6. Purpose of visit and proposed activities;
7. Requirements -
  - food/drink
  - clothing
  - spending money (if any);
8. Costs and statements about voluntary contributions including need to cancel insufficiently supported visits;
9. Deadline for application/consent;
10. Details for emergency contact during the visit (applicable for residential visits);
11. Consent form.

### **Children with Special Needs – Medical, Physical or Behavioural**

The Academy will initiate personal liaison between the Teacher-in-Charge and Parent/Carer depending on Risk Assessment.

### **Residential Visits**

Letters to parents/carers will provide the above information together with further details in accordance with Government guidelines.

### **Care Throughout the Activity**

All adults will receive a "Supervisor's Pack" in advance of the activity (APPENDICES C & D). This will include:-

- A copy of the Academies' "Guidelines for Supervising Pupils on Off-Site Activities".
- Brief information re the purpose of the activity.
- All relevant information relating to the venue and the timetable for the day.
- Precise details for what to do if lost and where to assemble for the return journey.
- Copies of worksheets/hints for supporting pupils.
- Full details of children's groupings and designated supervisors.
- Details of any child with Special Needs and how to respond to these in an emergency.
- Name(s) of First Aider(s) or First Aid arrangements.

The Teacher-in-Charge will also carry:-

- A mobile phone or coins/phone cards,
- Academy and any other necessary contact numbers,  
and will delegate who will carry:-
- First Aid appropriate to the nature of the visit,
- Any medication (together with written parental consent and instruction).

### **Planning and Approval**

The Planning Document (see **APPENDIX F**) has been developed to guide teachers through the procedures necessary to meet the requirements of this policy.

- Step 5 requires approval for the visit/activity in principle.
- Step 15 requires final approval for the actual arrangements.

### **Provisional Approval**

The Off-Site Leader will give provisional approval for routine Off-Site Activities after assessing the proposal arrangements. Where required the Head Teacher will first seek further assessment of the arrangements by the Governing Body.

### **Final Approval**

Final approval will be given by the Head Teacher after, where required, further assessment by the Governing Body and/or approval by the Academy at Step 15 of the Planning Requirements. This step must be reached **at least 2 weeks before** the Off-Site Activity takes place.

### **Evaluation**

The Achievement Committee will undertake regular monitoring of the Evaluation Section of the Planning Documents.

## Academic Year \_\_\_\_\_

**Name of Driver** \_\_\_\_\_

Vehicle Make \_\_\_\_\_ Registration \_\_\_\_\_

**Insured with**

Policy number \_\_\_\_\_  
(copy attached)

I confirm that the above vehicle is insured for carrying passengers for Academy Off-Site Activities.

The MOT Certificate is valid.

The vehicle is fitted with rear seat belts.

I have read the Academy's regulations for children travelling by car.

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

Drivers will be asked to renew their declaration each academic year. Please let the Academy office know if there are any changes to the above details before the renewal date.

- Only carry pupils in the rear seats.
- Ensure seat belts are fastened before setting off and kept fastened throughout the journey.
- Ensure where necessary (when a child is below the minimum height of 150cms) that a booster seat is provided and used together with a seat belt throughout the journey.
- Set childproof locks if available.
- Set pupils down on the pavement side only.

Thank you for helping. Have a safe journey.

Academy telephone number: - 020 8653 4240 (DL)  
020 8684 4006 (GV)



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Executive Headteacher: Mr M D Ducker  
Head of School: Miss C Slade.

Date:

Dear Parent/Carer,

**Off-Site Activity to (e.g. Victoria & Albert Museum and Albert Memorial)**

Arrangements have been made for the above visit to take place on (date). The purpose of the visit is to (e.g. study the Victorian rooms and costumes in the museum and to see the Albert Hall and Memorial in connection with this term's history topic).

The Teacher-in-Charge will be (name) and other adults will assist in supervising the children.

The children will travel by (e.g. coach fitted with lap seat belts). The children will leave Academy at (time). The estimated time of return to Academy is (time).

The children will need a packed lunch in a carrier bag and a non-fizzy drink. Academy uniform should be worn and a warm waterproof coat if necessary. The cost of the visit will be (amount) per pupil and Academy requires that parents/carers contribute this amount.

The assistance of some parents/carers in supervising the children will be appreciated. Please contact the Teacher-in-Charge if you are available or indicate this on the consent form.

Please return the enclosed Consent Form, together with your contribution to the cost of the visit, as soon as possible and NO LATER THAN (date).

Yours sincerely,

Off-Site Leader/and or Class Teacher

**Year (5) Visit to (Victoria & Albert Museum and Albert Memorial) Consent Form**

I give permission for my child ..... to go out on a visit to (venue) on (date).

Please give instructions if any medication is needed during the visit.

I understand that I need to contribute to the cost for my child to participate and enclose £(Amount)

Signed ..... (Parent/Carer) Date ..... I am able/not able to accompany the children on this visit.

My emergency contact number is .....





## **GENERAL GUIDELINES FOR ADULTS ACCOMPANYING PUPILS ON OFF-SITE ACTIVITIES**

Thank you for volunteering to accompany children during this activity. In this pack you will find details of the arrangements for the day. Please read these carefully and bring your pack with you.

You will be expected to exercise the same degree of responsibility for your group as would any wise and reasonable parent looking after his or her own children. This duty of care is continuous throughout the activity. You are responsible to the Teacher-in-Charge for the pupils assigned to you.

Please will you ensure that your group stays with you throughout the day. Count your group frequently and at every moving-on stage. To avoid any confusion or misunderstanding do not take responsibility (unless mutually agreed) for children from other groups beyond ensuring that they are safely returned to the designated supervisor.

We expect a high standard of courtesy and good behaviour. Please let the Teacher-in-Charge know as soon as possible if any child in your group is disobedient or unruly.

Please be responsible for checking the seat belts for your group.

Please do not smoke or drink alcohol during the visit.

The Teacher-in-Charge will brief you if any child needs medication, e.g. inhaler, during the day.

Please ensure that the children spend their money on approved items only and do not buy them any extras.

Please do not give the children sweets.

Enjoy your day!

### **Toilet Arrangements**

Opportunities for all children to visit the toilets will be planned for – before leaving Academy, on arrival at venue, lunchtime, before leaving. This will enable maximum supervision in toilet areas and outside, allowing adults to cover for each other.

If all supervising adults are female, Infant boys should be taken into the Ladies' toilets. Junior boys should use the Gents' but never alone and a supervising adult must wait outside.

If a child needs the toilet at any other time during the visit, the group supervisor must take the whole group and wait outside for those who need to use the toilet. No child must ever go alone.

### **Crossing Roads**

If this is necessary the Teacher-in-Charge will plan the best place to cross and the procedure to be followed and will make the arrangements clear to you.

### **Emergency Arrangements**

All supervising adults should ensure that they keep their groups within the vicinity of other groups or of the staff in charge of the venue. This will enable them to summon help in the event of any accident or other emergency. The first responsibility is to stay with the group and obtain help.

The person responding to the summons will contact the Teacher-in-Charge (and venue Personnel) who will decide appropriate action/give advice. Should it be necessary for a child to be taken to a first aid post or to hospital the Teacher-in-Charge will delegate one adult to accompany the child, taking over responsibility for that adult's group. As soon as possible, the Teacher-in-Charge should arrange for the Academy to be contacted by telephone and given details of the emergency and the action taken. Academy will then contact parents as appropriate.

**Emergency Message – details which should be relayed:**

What has happened and when

Injuries or damage

Treatment or action

Where participants are now

Who is with whom

What is going to happen next – any changes to itinerary for example.

**Keeping Records**

The Teacher-in-Charge should note the time of the incident and make written notes of events as soon as possible.

Any damaged equipment should be retained in an unaltered condition.



## **DETAILS FOR THE DAY**

**Purpose of visit to (venue):**

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**Information relevant to the venue:**

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**Timetable for the day:**

**Departure time:**

**Lunch (time and place)**

**Assembly for return journey (time and place)**

**Where to go if lost:**

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**Hints for helping the children:**

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**Information regarding children with Special Needs and how to respond if necessary:**

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**First Aid information:**

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**All Supervisors should be given full details of pupil groupings and copies (with answers) of work sheets.**

**Guidelines for Teachers-in-Charge of Off-Site Activities**

Thank you for accepting responsibility for planning this activity.

By complying with the Academy policy and following the planning procedures you will know that the Head Teacher (and where appropriate, the Governing Body) have assessed and approved your arrangements.

**Feedback and Retention of Record**

Please complete the activity evaluation before placing this planning record in the Off-Site Leader's file.

**Further Advice**

A copy of:-

- The Government's own Policy and Guidelines is kept in the Off-Site Activities Leader's file.

**Planning Your Visit**

- Step 1: Carry out your preliminary visit or briefing.
- Step 2: Complete Provisional Planning Sheet and hand to Off-Site Activities Leader
- Step 3: Complete Risk Assessment Sheet
- Step 4: Obtain any relevant maps/guides
- Step 5: Submit your plans to the Off-Site Activities Leader for provisional approval
  
- Step 6-14: Carry out all steps which apply
  
- Step 15: Submit your plans to the Off-Site Activities Leader for final approval
- Step 16: Carry out what applies and the final check list



## PROPOSED OFF-SITE ACTIVITY

<b>Class</b>		
<b>Number of children</b>		
<b>Special educational or medical needs</b>		
<b>Proposed date of visit</b>		
<b>Venue</b>		
<b>Total cost</b>		
<b>Per child contribution</b>		
<b>Purpose of visit</b>		
<b>Teacher-in-charge</b>		
<b>Names of accompanying adults</b>		
<b>Transport requirements</b>		
<b>Wet weather provision if needed</b>		
<b>Teacher-in-charge signature</b>		<b>Date</b>
<b>Provisional approval</b>		<b>Date</b>



## **CHECK LIST FOR FINAL PLANNING**

With the support of the Academy office, carry out all of the following steps which apply.

Date and initial the check list to confirm the required action.

### **As soon as possible:**

- Step 6: Prepare costings as per Policy
- Step 7: Confirm venue booking in writing
- Step 8: Confirm coach booking in writing
- Step 9: Arrange Special Risks insurance
- Step 10: Send information letter, consent form and requests for assistance to parents/carers (Page 6).
- Step 11: Make any special arrangements identified in Risk Assessment (Provisional Planning).

### **2 weeks before activity:**

- Step 12: Collect monies and consent forms.
- Step 13: Prepare nominal roll and group lists.
- Step 14: Check all car drivers meet requirements
- Step 15: Obtain Head Teacher's (Governors') Final Approval.

### **48 hours before activity:**

- Step 16: Provide supervisors with
  - (i) Guidelines for Supervision – General
  - (ii) Specific information for the day
  - (iii) Any required Special Needs information
  - (iv) Worksheets (if any)
  - (v) Car Drivers' Reminders slips (if necessary)

### **Final Check:**

- Don't forget to take
  - (i) First Aid/Medication (First Aider's responsibilities)
  - (ii) Teacher-in-Charge Emergencies Pack
  - (iii) Entry Tickets/Parking Permits
  - (iv) Nominal Roll
  - (v) Leave names of all children and adults taking part in the activity with the Academy office

Please keep copies of all letters and attach to this planning document.

**EVALUATION**

Thank you again for arranging the visit. Please record any observations which will be helpful for arranging further visits.

**Venue:**

**Transport arrangement:**

**Supervision arrangements:**

**Value for money:**

**Any unexpected problems:**

**Other:**

## RISK ASSESSMENT INFORMATION AND PRO FORMA

**A risk assessment is only needed for longer trips, not necessarily for shorter, local trips.**

### What is risk assessment?

#### 1. Hazard

Look for hazards which you could reasonably expect to result in significant harm under the activity you are choosing to do (these are just examples).

- crossing roads
- open water
- vehicles - as passengers
- challenging behaviour (e.g. pupils)
- specific activities

#### 2. People at Risk (Who may be harmed)

There is no need to list individuals by name - just think about the groups of young people and staff who are taking part in the activity i.e.

- young people – including those with disabilities
- staff

#### 3. Is the Risk Controlled?

Have precautions been taken against the risks from the hazards listed? e.g. have the following been provided?

- Adequate information.
- Instruction or training.
- Adequate systems or procedures.

Do the precautions:

- Meet the standards set by legal requirement?
- Comply with a recognised industry standard?
- Represent good practice?
- Reduce the risk as far as reasonably practicable?

If so, the risks are adequately controlled, but there is a need to indicate the precautions in place, possibly referring to procedure, manuals, company rules etc. giving this information.

#### 4. Further Action to Control Risk

What more could reasonably have been done for those risks which were found to be not adequately controlled?

There will be a need to give priority to those risks which affect significant numbers of people and/or could result in serious harm. Apply the following principles when taking further action; if possible, in the following order:

- remove the risk completely
- try a less risky option
- prevent access to the hazard e.g. by guarding
- organise work and, if necessary, staff, to reduce exposure to the hazard
- issue personal protective equipment
- provide welfare facilities e.g. washing facilities for removal of contamination and first aid.

### Risk Assessments

Risk Assessments for **Off Site Activities** will be undertaken by the group leader and will relate to specific occasions. They will take account of the site, the environment, transport, the group and the activity needs.





## RISK ASSESSMENT RECORD

**Assessment undertaken by:**

**Date of Assessment:**

LIST HAZARD HERE	LIST GROUPS OF PEOPLE AT RISK FROM THE IDENTIFIED HAZARD	LIST EXISTING CONTROLS OR NOTE WHERE INFORMATION CAN BE FOUND	LIST THE RISKS WHICH ARE NOT ADEQUATELY CONTROLLED AND THE ACTION REQUIRED
<p>Look only for significant hazards which you reasonably expect to result in harm</p>	<p>The staff the young people Specific individuals due to disability, behaviour</p>	<p>Are procedures/systems already in place? Has adequate training been received? Do the precautions: meet the required legal requirement; represent good practice; reduce the risks as far as is reasonably practicable? If so then the risks are adequately controlled</p>	<p>What more could you do for those risks which you found were NOT adequately required.  Apply principles below when taking further action remove risk completely try a less risky option prevent access to hazard organise system to reduce exposure to hazard</p>
<p><b>Class First Aid Requirements</b> (eg: First Aider, Asthma pumps/ names of children):</p>			
<p><b>SEN</b> (eg: children with Statements that will require 1:2:1 support):</p>			

