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Trevelyan Middle School Policy for Offsite Visits and Learning Outside the Classroom Activities (LoTC)

For Review By: Governing Board	Ratified by LGB: May 2025
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Policy for Offsite Visits and LOtC Activities

This document provides concise and supportive guidance for the planning and management of off-site visits and related activities. It is available electronically on the school's Shared Drive and on 'EVOLVE', along with several other supporting documents.

All visits and LOtC activities will be planned in such a way as to ensure that the benefits and intended learning outcomes are clearly identified and understood by the supervising adults beforehand and can form the basis for objective evaluation afterwards.

Trevelyan Middle School uses the Royal Borough of Windsor and Maidenhead Internet-based system, 'EVOLVE', to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead or accompany visits can access their own 'EVOLVE' account, which is set up by the school's Educational Visits Coordinator (EVC).

Arrangements and considerations for all visits and LOtC activities will be recorded, either on 'EVOLVE', by means of standard operating procedures using generic risk assessments, or in standard lesson plan format, as deemed most appropriate by the Headteacher in order to minimise the associated bureaucracy.

Scope and Remit

It is a legal expectation that employees must work within the requirements their employer's guidance. This policy relates to Trevelyan Middle School and it is the expectation that all staff will follow its requirements.

This policy applies to all members of establishment staff, and other adults associated with Trevelyan Middle School who take responsibility for children and young people participating in learning and recreational activities in environments that are different from where the young people are usually based. It therefore applies when organising and supervising children and young people taking part in off-site activities and visits, as well as when taking part in on-site activities outdoors.

This policy provides the key reference for sound planning for learning and recreational activities that involve taking groups of pupils away from their usual operational base. It should be implemented when using places such as:

- the establishment's own grounds
- the local environment
- places further afield e.g. visits to local libraries, theatres, and museums etc.
- residential venues
- learning ventures abroad

and involves any one of the following:

- direct supervision of pupil undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom (LOtC);
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;

- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base.

Staff must ensure the pupils are supervised in accordance with the contents of this policy, regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

Roles and Responsibilities

Under the Health and Safety at Work Act (1974), health and safety responsibilities lie with the employer Trevelyan Middle School. An employer has the legal responsibility to carry out the duties imposed by the Act. However, employers can delegate the tasks necessary to discharge these duties, even though the overall responsibility for health and safety rests with the employer.

At Trevelyan Middle School, the tasks of scrutinising and approving arrangements for Offsite Visits and LOTC activities are delegated to the Headteacher of the school.

Headteacher

The Headteacher is able to further delegate the tasks of scrutinising and approving Offsite Visits and LOTC activities to another member of the senior leadership team (SLT). This is the case at Trevelyan Middle School. The named senior leader is Emily Butzen, Deputy Headteacher.

The Headteacher (or their nominated delegate) will ensure that: -

- All off-site visits and LOTC activities comply with employer guidance and are notified or submitted for formal approval as required;
- All staff involved are competent to carry out such responsibilities as they may be allocated;
- There is a clearly defined EVC and that person meets employer requirements, including undertaking EVC Training, as required by their employer's policy;
- If taking part in the visit or activity as either an Assistant Leader or as a group member, she is clear about her role and that she should follow the instructions of the designated Visit Leader (who will have sole charge of the visit);
- Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to the young people is regular or significant, DBS checks must be in place as required;
- She is assured that the EVC, Visit Leaders, assisting staff and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated;
- Sufficient time is assigned for staff to organise visits properly;
- A culture of apprenticeship / succession planning, to ensure sustainable visits and the development of competent visit leaders and EVCs, is supported within the school;
- The EVC is supported in ensuring that visits are effectively supervised with an appropriate level of staffing;
- The EVC is supported in ensuring that visit information has been shared with parents in a timely manner and that consent has been sought where necessary;
- Arrangements are made for the medical needs and special educational needs of all the young people and staff;

- Inclusion issues are addressed;
- Suitable transport arrangements are in place and meet any regulatory requirements;
- Insurance arrangements are appropriate;
- Details related to the visit (including person details of both participants staff) are accessible at all times to a designated 24/7 emergency contact(s) in case of a serious incident (*this can be achieved via the “Other Users allowed to view visit” function when identifying Staffing on EVOLVE*);
- That there are contingency plans in place should the visit plan be significantly changed or cancelled;
- Arrangements are in place for the governing body to be informed of such visits as are required by the establishment visit policy (*this can be achieved by giving individual Governors ‘Read Only’ access to EVOLVE*);
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships, disadvantaged pupils and the smooth running of the school (including supply costs);
- Establishment visit policy should identify the types of visit that require a preliminary visit
- All visits will be recorded on EVOLVE either using the standard Visit Form or as a Local Area Visit, the latter of which will be predefined in the school’s Local Learning Area document (*see **Appendix 1***);
- Where the activities or visit involves a third party provider, appropriate assurances have been sought; national schemes e.g. LOTC Quality Badge, AALA licence, Adventuremark, or a clear [Provider Statement](#), are recognised in keeping with HCC’s recommendations and make further seeking of provider assurances unnecessary;
- All visits are evaluated on EVOLVE with regard to how closely they met intended outcomes, teaching and learning, quality of experience(s) and best value, together with addressing issues raised by any serious incident and to inform the operation of future visits;
- The establishment visit policy includes appropriate emergency procedures in case of a major incident (*see **Appendix 2 Emergency Procedures***);
- The establishment visit policy includes a procedure to ensure that parents are appropriately informed in the event of a serious incident (*see **Appendix 2 Emergency Procedures***);
- Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR.

Educational Visits Coordinator (EVC) – Deputy Head with a Post Threshold Teacher supporting To help fulfil its health and safety obligations for visits, Trevelyan, has a specifically designated EVC who supports the Headteacher with decisions about arrangements for offsite visits

The EVC will: -

- Be specifically competent, ideally with practical experience in leading and managing a range of visits like those typically run by the establishment. Commonly, but not

exclusively, such competence will be identified in a person on the senior management of the establishment.

- Attend training, and update training, as required by their employer.
- Support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions.
- Ensure that a policy is in place for offsite visits and LOfC activities, that it is updated as necessary, and is readily available to staff, (e.g. via EVOLVE) and that procedures should aim to minimise bureaucracy, taking full advantage of any national schemes that provide assurances regarding safety and quality of provision.(e.g. there should be no need to seek assurances from adventure activity providers who hold the LOfC Quality Badge, or a current AALA Licence, or Adventuremark).
- Have an appreciation of the value of LOfC and educational visits.
- Ensure offsite and LOfC activities meet employer guidance requirements.
- Ensure the Headteacher, Visit Leaders, assisting staff and voluntary helpers understand that all staff involved in visits require access to training at an appropriate level to ensure that employers' guidance and the school's procedures are properly understood.
- Ensure offsite activities must be led by competent leaders and that assistant supervisors are competent to carry out the tasks to which they are assigned.
- Organise the training of leaders and assistant leaders, including voluntary helpers.
- Support the Headteacher with approval and other decisions.
- Monitor visit planning and arrange for sample monitoring in the field as appropriate.
- Ensure DBS checks are in place where required.
- Provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent.
- Ensure there is a 24/7 emergency contact(s) for each and every visit and that emergency arrangements are in place.
- Ensure that medical and first aid issues are addressed and that there is a competent first aider on the trip.
- Ensure that emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party and including staff.
- Ensure that visits and LOfC activities are reviewed and evaluated (this process may require the reporting of accidents and incidents) and that any "lessons learned" are recorded for future reference.
- Ensure that visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure.
- Keep up to date via EVC training events and employer information updates.

Visit Leaders

The Visit/Activity Leader will: -

- Have the overall responsibility for supervision and conduct of the visit. S/he must be an employee and not a volunteer.
- Be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be formally approved to do so.
- Plan and prepare for the visit, taking a lead on risk management. This establishment sees it as good practice to involve all participating staff in the planning and risk management process for any given offsite visit or LOTC activity to ensure wider understanding.
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, and appoint a deputy wherever possible;
- Ensure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management;
- Ensure that child protection issues are addressed. e.g. DBS checks;
- Collate, make available and disseminate relevant information to supporting staff, parents, and young people as appropriate
- Make sure there is access to first aid at an appropriate level;
- Arrange pre-visit information meetings where appropriate;
- Evaluate all aspects of the visit, both during and after the event;
- Ensure that staff and other supervisors have been appropriately briefed on:
 1. the pupils making up the group, including age, health characteristics, capabilities, special educational needs, behaviour, and any other information that seems relevant in the context of the planned activities.
 2. the nature, location, and duration of the activity.
- Ensure the visit is effectively supervised; the overarching duty of care remains with the accompanying establishment staff, even when partial responsibility is shared with a provider. Should the provider run an activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk;
- Ensure that all staff and any third-party providers have access to emergency contact and emergency procedure details.
- Have attended Trevelyan Middle School *Visit Leader training*.

Member of Governing Body

There will be a member of the School's Governing Body who is designated as specifically responsible for Offsite Visits and LOTC activities. This is usually, but not exclusively, the Chair.

This person's role is to "enable and ensure" by acting as a "critical friend".

S/he will ensure that: -

- S/he has an understanding of how outdoor learning supports a wide range of learning outcomes;
- S/he has access to employer guidance as well as establishment policy, and a training package to support it;
- This policy clarifies his/her involvement in the visit approval process
- There is an EVC in place as defined in this policy document
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements;
- Trevelyan Middle School's visit policy supports the principles of inclusion;
- There are monitoring procedures in place.

Competence

Competence is a combination of skills, knowledge, awareness, judgement, training, and experience.

The competence of the visit leader is the single most important contributory factor in the safety of participants.

Consideration will be given to the following when assessing the competence of a member of staff to lead a visit:

- a) What experience has the leader in leading or accompanying similar or other visits? (check Visit History / Awards & Training on 'EVOLVE').
- b) Is the leader competent in planning and managing visits?
- c) What are the leader's reasons for undertaking the visit?
- d) Is the leader an employee at the establishment (*see above*)?
- e) Does the leader can manage the pastoral welfare of participants?
- f) Does the leader exhibit sound decision-making abilities?
- g) What experience has the leader of the participants he/she intends to supervise?
- h) What experience has the leader of the environment and geographical area chosen?
- i) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- j) Does the leader possess appropriate qualifications, especially if leading adventurous activities?
- k) Is the leader aware of all relevant guidelines and able to act on these?

The school will undertake training to ensure that all such staff, will undergo an induction process that typically entails some form of visit leader awareness training, either in-house or from the LA's or employer's educational visits adviser, access to (and training where required) the establishment's 'EVOLVE' site and practical experience of accompanying visits and LOfC activities before being tasked with leading a visit for themselves.

Planning

The extent of planning required is related to the complexity of the visit, based on STAGED: - Staffing, Timings, Activity, Group, Environment, Distance.

Risk Assessment

Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Risk assessments need to be submitted 2 weeks prior to any trip to allow enough time for the EVC and the Post Threshold Teacher supporting this to review the risk assessment and ask the trip leader for any amendments.

A visit must not go ahead where a risk assessment has not been put into place within these timeframes.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the 'EVOLVE' visit form itself, and where appropriate, any event specific notes or attachments.

Visit planning includes consideration of the question: *'What are the really important things that we need to do to keep us safe?'* It should focus on those issues that are specific to the individual event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues must be recorded on 'EVOLVE', either notes or as an attachment, and shared with all parties.

This planning process by the leader may be compared to the expectation of a teacher or youth worker to plan a lesson/session which is relevant to the needs of the group.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the establishment leader, does not need to be requested from the provider, and does not need to be attached to 'EVOLVE'.

Use of generic risk assessments

A selection of generic risk assessments is available in Word format from the Guidance Policies and Documents pages in the Resources section of 'EVOLVE'.

Whilst not exhaustive, the control measures contained within this selection are probably sufficient to cover most eventualities likely to be encountered in the course of most offsite visits and LOTC activities.

Staff are encouraged to use the generic risks assessments as a starting point but they must compile their own "event-specific" risk assessments which can then be reviewed and re-used as required.

Note: It is possible to "clone" visits on 'EVOLVE', making it possible to re-use risk assessments and other documents that have been attached to previous visits. Be wary this does not lead to complacency!

Plan B

Alternative arrangements should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

Where appropriate, all alternative activities should be fully considered and risk assessed beforehand.

Seeking Assurances from Provider

National Guidance provides the [Provider Statement](#) form to help provide an audit trail for arrangements and checks if required.

Many providers have websites and offer information packs which contain the sorts of information asked for on this form, including a Safety Management statement, so it may not be necessary to use one.

The Provider Statement is a generic form, for use for all kinds of provider, so if one is sent to a provider, it should be specified that they only need to complete the parts applicable to them/their services.

Once a Provider Statement form has been received, signed, and dated by a manager or person in authority, it is not always necessary to send a new one to the same provider each time you use them. It is sufficient to annotate the existing form already held by the establishment to show the school has checked back with the provider and that there have been no major or significant changes since the form was originally signed; this will not apply if the time interval is not more than 12 months or so.

To reduce bureaucracy for both Visit Leaders and Providers, leaders should take advantage of national schemes that have been established to eliminate the need for questionnaires and forms as advised in LA guidance e.g. LOfC Quality Badge, AALA Licence and 'Adventuremark'.

Holding one of the above is a credible assurance of Health and Safety, and Visit Leaders should seek no further verification. The [LOfC Quality Badge](#) also covers learning quality.

Visit Leaders should **not** ask for copies of risk assessment documentation but may seek assurance of a provider's competence to deliver their activities safely by means of a Safety Management statement if this is not already provided.

National Institutions and Public Buildings: - by their very nature these venues and providers are extremely unlikely not to conform to current Health & Safety legislation so it should not be necessary to require them to complete an OV6 or send out copies of their risk assessment documents.

Preliminary Visits

Wherever reasonably possible, it is good practice for the Visit Leader to make a preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings, and any site-specific procedures or issues which may have an impact on the visit or members of the group.

Within the UK, highest priority for preliminary visits will be where no serving member of staff from the establishment has visited before, then when the Visit Leader has no experience of the venue/activity.

For overseas visits, advantage should be taken of any offers by tour operators for “leaders’ orientation”-type visits.

Participants

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more ‘risk aware’ and hence at less risk. They will also have greater ownership of the event.

Outcomes

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four ‘intended’ outcomes may be recorded on ‘EVOLVE’ during the planning process, for subsequent evaluation.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow-up work.

[‘High Quality Outdoor Learning’](#) can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

All trips and residentials need to be planned well in advance and information gathered about why the trip is important.

Trevelyan Middle School will work towards creating a calendar a year in advance of all trips and visits to support the reduction of cover, the smooth running of trips and the school.

Staffing and Supervision

Trevelyan Middle School requires that there is an appropriate level of supervision at all times for all visits and that such supervision is ‘effective’. This must have been approved by the EVC and Head of Establishment and, where applicable, in accordance with Governing Body policy.

The visit leader, EVC and Headteacher will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;

- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions;
- the contingency or 'Plan B' options.

A visit must not go ahead where either the Visit Leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

A useful 'starting point for consideration' is 1 adult :10 young people. Where departure from this starting point results in fewer staff, the justification should be recorded as a note on 'EVOLVE'.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Staff and volunteers who work *frequently* or *intensively* with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. They need to complete a volunteer application form as per the Pioneer Trust Policy. If the person volunteers regularly then the Trust will pay for the DBS. For the purpose of this policy:

- 'frequently' is defined as 'once a week or more'.
- 'intensively' is defined as 3 times in a 30 day period or overnight (2am - 6am).

Remote Supervision

Pupils must be supervised throughout all visits. At times they may be unaccompanied by a member of staff or other responsible adult, e.g. D of E expeditions, 'down time' in a shopping mall, etc. This is known as 'remote' supervision.

'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The decision to allow remote supervision should be based on professional judgement taking into account such factors as and this should be noted in the risk assessment:

- prior knowledge of the individuals (including their maturity and levels of responsibility);
- venue and conditions;
- the activity taking place;
- preparatory training;
- the competence of the supervising staff;
- the emergency systems in place.

Use of Voluntary Helpers

The use of parents and other adults with a clear association with the establishment, as helpers or supervisors on offsite visits or LOTC activities, is seen as a valuable means of encouraging or maintaining closer links with the local community and accessing a wider set of skills and experience than may exist amongst the school's staff.

Trevelyan Middle School will use the Trust's policy and approach to Volunteers.

Such volunteers will need to understand and consent to the fact that they will be answerable to the visit/activity leader.

It is a fact that a volunteer will not be accountable through a legalistic audit trail (as would exist were their involvement based on a contractual relationship) and is therefore the case that a volunteer helper cannot be appointed as a Visit Leader.

It is good practice that all adult helpers and volunteers are subject to DBS checking; however this may not be required where there is no possibility for unsupervised direct contact exists.

Clear DBS checks must have been returned before a volunteer adult helper may participate in a residential visit or activity.

Emergency Procedures

Staff involved in a visit must be aware of, and adhere to, Trevelyan Middle School's policy on emergency procedures.

The School maintains a number of mobile 'phones specifically for use during offsite visits which should have all relevant contact details pre-programmed into them. It is each Visit Leader's responsibility to ensure these 'phones have:

- the correct details programmed into them beforehand;
- fully-charged batteries (and chargers available if necessary)
- sufficient credit available for the duration of the visit

For all "out of hours" and residential visits there will be a nominated person(s) that can provide 24/7 cover as an Emergency Contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as young people.

Consideration will be given to the following:

- Criteria for identifying the nominated Emergency Contact(s)
- Is more than one Emergency Contacts required?
- Procedure for lodging visit plans to enable them to be accessed in the event of an emergency?
- Have procedures been tested?
- Is it possible to demonstrate a proactive response, to any pattern that can be recognised within incidents?

Visit Leaders should also complete and carry an Emergency Contacts sheet (OV9), although use of the EVOLVEgo app on a mobile device may supersede this for many visits

Where appropriate the Visit Leader should have an "Emergency Events" card, as issued by HCC to all CS establishments.

First Aid

It is not always necessary that qualified First Aider accompanies an offsite visit or LOTC activity. First aid issues for any LOTC activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is “appropriate” will be determined by:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activity.
- The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

A very basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:

- Know how to access qualified first aid support.
- Have a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.

For some activities (most commonly in defined adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid “qualification”. To be a “qualification”, the first aid course must include a formalised assessment process; otherwise any certification will have the status of a certificate of attendance. In practical terms, the course will be a minimum of 16 hours.

It is a legal requirement that all minibuses must carry a first aid kit.

Approval of Visits

Approval is delegated to the Headteacher for all visits.

Approval will only be given if:

- The cover diary permits it
- Support pupils’ development in terms of the curriculum or personal development
- The trip / residential is planned well in advance (in most cases this should be the June prior to the next academic year)
- It does not impact on the smooth running of the school.

However Trevelyan Middle School Policy requires the following types of visit to be notified to the *LA/Trust/ Governors* via EVOLVE: -

- Overseas (anywhere that involves crossing a substantial area of open sea, including Northern Ireland, the Isle of Man, the Hebrides and the Channel Islands)
- Those involving one or more adventurous activities to be led by a member of establishment staff.
- *Other visit types e.g. Residential visits and /or adventurous activities led by a provider*

Regardless of whether a visit should be notified to the LA/Employer or not, there should be a clear, unambiguous audit trail for arrangements with clear evidence of approval. Such

evidence will usually be recorded on EVOLVE but where this is not the case a signature of endorsement on a lesson plan will suffice.

The process for approval has three main stages:

1. Visit/activity proposed and planned by Visit Leader and accompanying colleagues;
2. Arrangements scrutinised by EVC until satisfied to recommend approval;
3. Arrangements re-scrutinised by Head and, when satisfied, approved.

An offsite visit or LOTC activity should not proceed without clear evidence of approval.

Where endorsement may be required from the Governing Body or Management Board, 'Read Only' access on EVOLVE for the relevant member(s) and a Note added for their attention will generate an e-mail alert. Endorsement will take the form of an additional Note from the member(s).

Where a visit also needs to be notified to the *LA/Employer*; this is done automatically by 'EVOLVE'.

Additional monitoring

In its evaluation of LOTC, "How far should you go"- 2008, Ofsted recommends that it is good practice to sample monitor offsite visits and LOTC activities by means of field visits.

From time to time the EVC may recommend, or the Head/Governors may decide to, sample monitoring by field visit as an additional means of ensuring safety of participants and quality of provision.

Consent

Section 35 of the Education Act 2004 states: "Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed".

Annual consent is appropriate for regular routine activities that take place during normal school hours.

For all other visits, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

Insurance

The school is insured by RPA. The school will work with the Trust if there is a need to make an insurance claim.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid GHIC or EHIC (Global/ European Health Insurance Card). See [Healthcare for UK nationals visiting the EU - GOV.UK \(www.gov.uk\)](http://www.gov.uk/healthcare-for-uk-nationals-visiting-the-eu)

Inclusion

Trevelyan Middle School endorses the following principles:

- A presumption of entitlement to participate

- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers.

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

Visit Leaders are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage.

However, the Disability Discrimination Act 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 young person should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and normal work practices.

Codes of Behavioural Conduct

Trevelyan Middle School encourages the use of codes of behavioural conduct as a means of establishing appropriate expectations of young persons' behaviour. Such codes need to be explained to both the young people and those in a position of parental support before the visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the code is breached.

As part of encouraging social responsibility, young people should be encouraged to sign up to a "behavioural contract" for all residential visits

As part of the request for consent, parents should sign and accept responsibility for removing young people in prescribed circumstances.

Weather, Clothing & Survival

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Transport

Private Cars

Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Headteacher (or their nominated delegate), and Private Car or Volunteer Driver form (see 'Resources' pages on EVOLVE) must be completed and retained by the establishment on an annual basis.

Coaches

Trevelyan Middle School does not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other establishments within the *LA/Trust* that have used a particular company (via a search on 'EVOLVE') will help to determine the level of service that may be provided.

Minibuses

Trevelyan Middle School will follow the Trust's policy regarding minibuses.

For further information, see also:

- *LA's/Employer's Minibus Manual or equivalent*
- DVLA [Driving school minibuses advice: schools and local authorities - GOV.UK](https://www.gov.uk/government/publications/driving-school-minibuses-advice-schools-and-local-authorities) (www.gov.uk)
- ROSPA '[Minibus Safety: A Code of Practice](#)' 2015 (Also see ROSPA [Minibus Safety Information and Advice](#))
- MiDAS (Minibus Driver Awareness Scheme) via [Community Transport Association UK](#). This also contains information on PCV licences, weight limits and towing.

It is recommended that all drivers of minibuses should undertake some form of minibus drivers' assessment scheme training, and keep that training current (5 yearly reassessments). This applies to pre & post 1997 licence holders operating under the section 19 permit scheme as 'volunteer drivers'.

Post 1997 licence holders may drive a minibus provided:

- Drivers are aged 21 years or over.
- They have held their category B driving licence for at least two years.
- The minibus is being used by a non-commercial body for social purposes, but not for hire or reward.
- Drivers are not being paid to drive the minibus, other than out-of-pocket expenses.
- The minibus does not exceed 3.5 tonnes (or 4.25 tonnes if specialised equipment for the carriage of disabled passengers is included) gross vehicle weight.
- No trailer is towed.

Public Transport

Trevelyan Middle School recognises the social and environmental benefits of travelling using public transport and encourages its use wherever feasible.

For public transport within the Greater London area contact '[Transport for London](#),

When travelling with a school group on the London Underground, London Overground or the Elizabeth line, Visit Leaders should speak to a member of staff at the gateline before starting their journey.

TfL staff can confirm the planned route and contact the destination, and any interchange stations, to check there are staff available to help as part of their [Turn-up-and-go assistance service](#). This will help ensure the journey goes smoothly and provides the reassurance of having a member of TfL staff available to support the group if required. It is also helpful for TfL station teams to know that a school group is on the way, especially at popular stations/locations e.g. Kew Gardens, South Kensington.

Swimming

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

Swimming pools (life-guarded)

The LA and Trevelyan Middle School notification is not required

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- For swimming lessons, organising school staff should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.
- Unless suitably qualified, the school's staff will not usually have responsibility for life-guarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

As part of a wider visit

All swimming activities and venues must be included within the visit plan, and life-guarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Visit Leaders should consider the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency & lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

Young people must be always supervised by a competent adult whilst undertaking swimming activities.

Hotel (and other) swimming pools

Visit Leaders should check the life-guarding position in advance.

For life-guarded public pools abroad, the school's staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.

If life-guarding arrangements are not provided at the pool then the visit leader will bear the full responsibility for ensuring swimming safety.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

Open water swimming

LA and Trevelyan Middle School notification is normally required via EVOLVE, unless it is offered as part of a facilitated programme of supervised activities offered by an appropriately accredited provider.

The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

Appendices: -

- **Appendix 1 - Local Learning Area Policy**
- **Appendix 2- Emergency Procedures**

Appendix 1

Trevelyan Middle School Local Learning Area

Why?

The purpose for developing a Local Learning Area policy is in-keeping with OEAP National Guidance rationale for outdoor learning:

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

What is covered by this guidance?

The STAGER Diagram

The STAGER Diagram is a tool for analysing what is involved in a visit and hence categorising it.

STAGER analyses a visit using two parts of STAGER:

- R – Remoteness;
- STAGE – Staff, Timing, Activities, Group and Environment, which together make up the visit's Complexity.

Complexity

A simple visit might be characterised by:

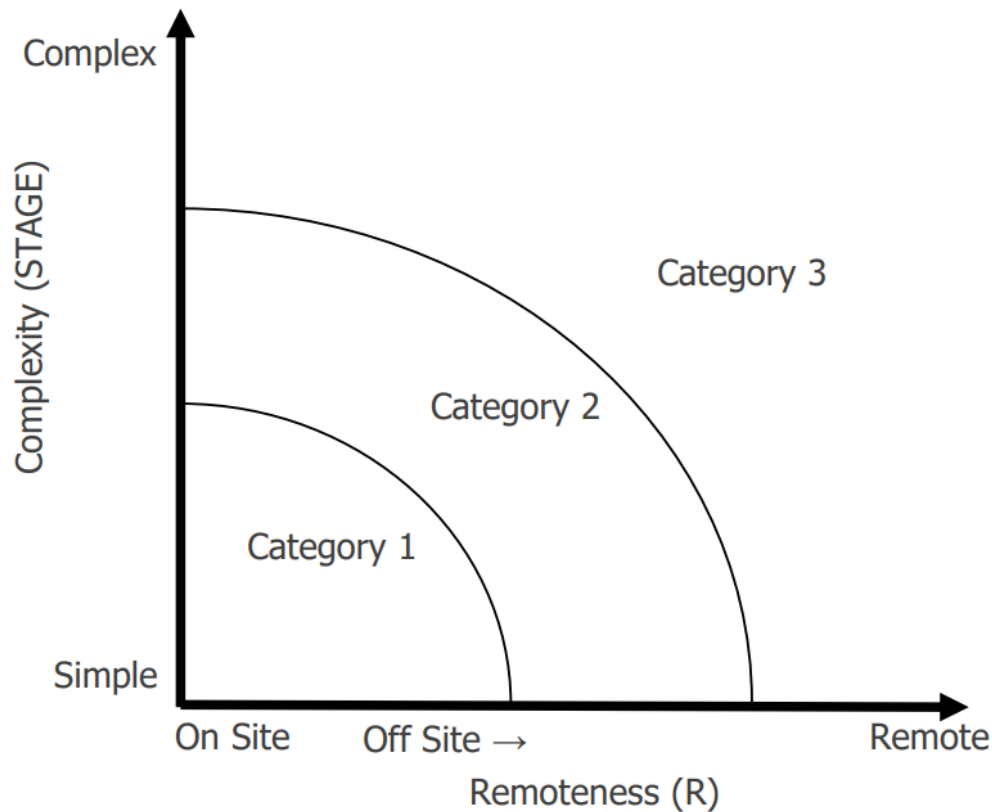
- Staff – competent and experienced leaders, with a good leader/participant ratio;
- Timing – during the establishment's working day;
- Activities – straightforward low-risk activities, which are often used by the establishment, with no transport required;
- Group – participants of a similar age who are well known to the leaders and whose needs and behaviour are normal for the establishment;
- Environment – a setting with no significant hazards used frequently by the establishment, in good weather.

A highly complex visit might be characterised by:

- Staff – inexperienced leaders with a marginal leader/participant ratio;
- Timing – during the establishment's summer holiday, so special arrangements have to be made for emergency contact and support;
- Activities – a residential stay involving various modes of transport and an adventure activity which is not a routine part of the establishment's provision;
- Group – participants who are not well known to the leaders and have exceptional needs and/or behaviour;

- Environment – a hazardous setting, poor weather and/or challenging conditions.

The STAGER Diagram – Complexity v Remoteness All activities and visits can be plotted on the STAGER Diagram, which is a graph showing their complexity and remoteness. This can be used to analyse and categorise them to help determine how they are managed.



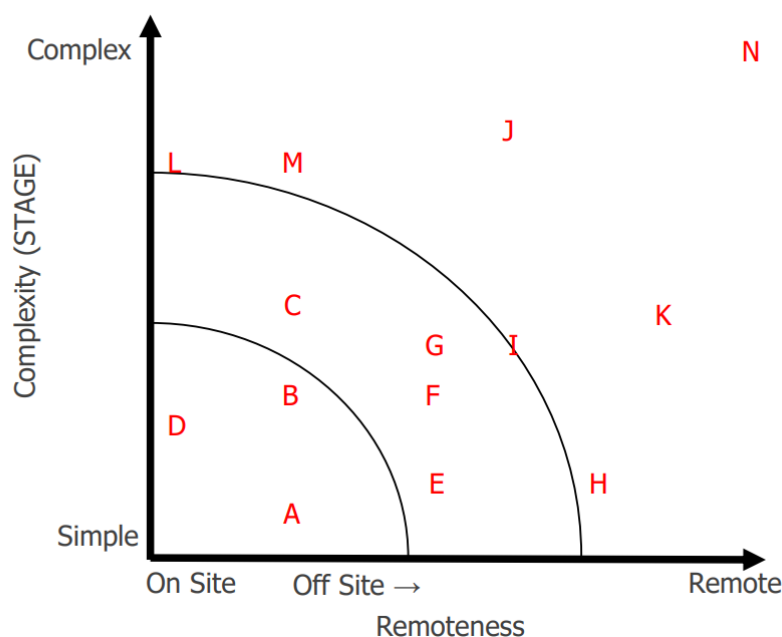
In the STAGER Diagram above, three categories are used.

Category 1 includes Standard visits and activities, which are those that are straightforward and take place either on the establishment's site, or offsite but not remote from it (either in distance or because of other factors). At Trevelyan this is known as the 'local learning area'.

Category 2 includes Enhanced visits that are more complex or more remote.

Category 3 includes Enhanced visits that are very complex, or very remote, or both complex and remote. The next diagram shows how some example visits can be plotted on the STAGER Diagram.

Example Visits Plotted on the STAGER Diagram



The letters on the diagram refer to the following example visits. Their position is not intended to be definitive, but simply to illustrate how the diagram can be used. The position of a real visit will depend upon its actual STAGER details.

- A. Nature walk in the local park.
- B. Regular swimming lessons at the local pool.
- C. Swimming lessons at a local pool not used before.
- D. Orienteering on the establishment's sports field.
- E. Day visit to a museum in a nearby city.
- F. Residential drama weekend at a nearby university.
- G. Residential weekend in a nearby city, visiting cultural sights and events.
- H. A woodland walk far from the road, in an area well known to the staff.
- I. A weekend at a residential outdoor education centre with adventure activities led by the provider's staff.
- J. A weekend at a hostel, with adventure activities led by establishment staff.
- K. Package tour to visit cultural sights in France.
- L. Abseiling off the establishment's roof, led by a volunteer parent;
- M. A day's climbing at a local crag, led by establishment staff.
- N. Expedition in Africa.

The procedures outlined in this local learning area procedures apply to all Category 1 visits for Key Stages 2 and 3 at Trevelyan Middle School as determined by the STAGER model.

They are a record of the measures resulting from risk assessments of the locations and activities concerned. They apply in addition to all normal school policies and procedures.

The reason for having these procedures is so that the relevant visits can take place with the minimum of fuss, and can therefore happen frequently, at short notice, or even spontaneously.

Category 1 Visits

Category 1 Visits at Trevelyan Middle School include all visits and activities with pupils that take place off the school site and also meet all the following criteria:

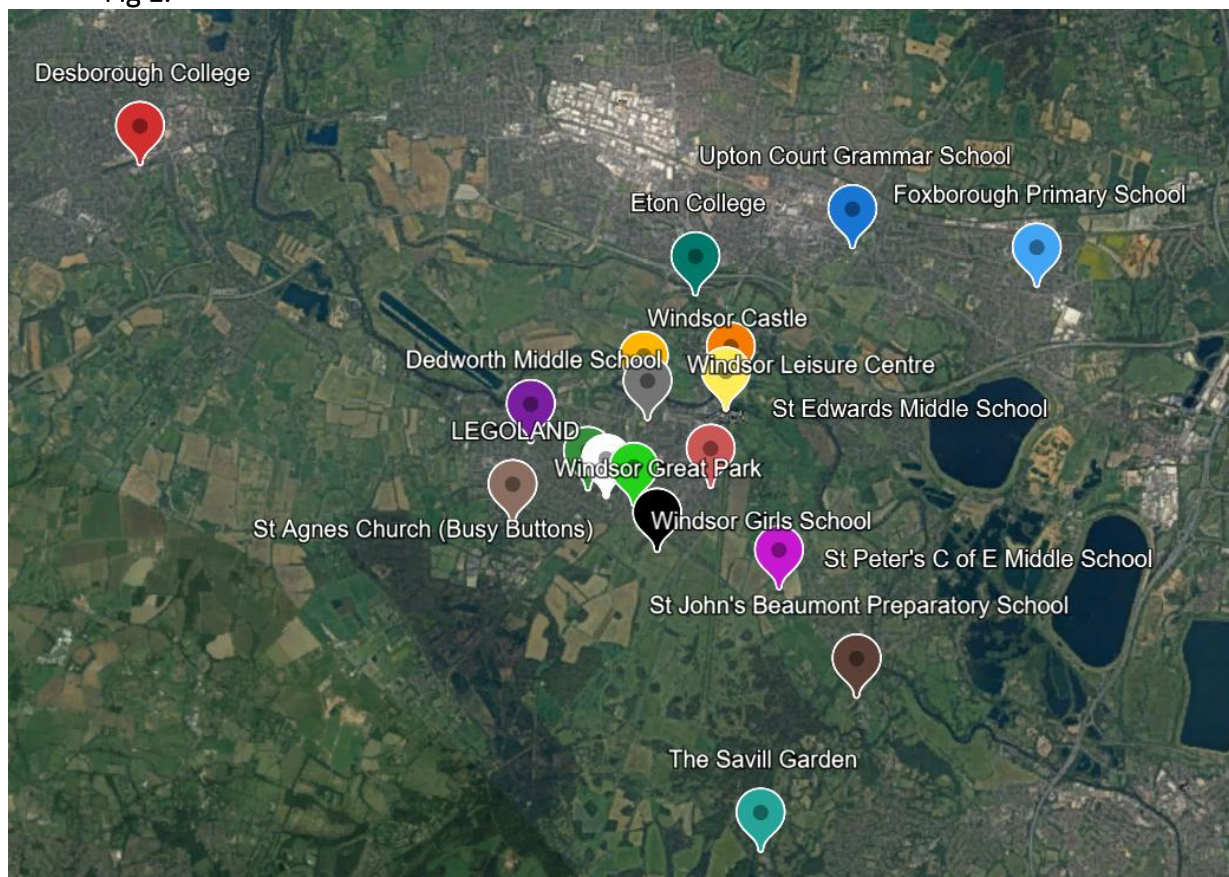
- Take place within the Local Learning Area or at one of the specific locations listed below;
- Do not involve adventure activities
- Take place wholly within the normal school day and return to school by 3.15 pm (although some after-school sports fixtures are included in Category 1 – see below).

All other visits fall into Category 2 or 3, and their details should be submitted using EVOLVE for approval by the EVC, Headteacher and for category 3 visits approval of RBWM.

Local Learning Area

The Local Learning Area are the areas accessible from school by foot and defined in more defined below. Other areas regularly visited are covered by the guidance within this documented and categorised as a level 1 visit are also shown on figure 1 below:

Fig 1.



Colour on map	Location	Included in Local Learning Area	Outside of Local Learning Area but categorised as category 1.
	Desborough College	x	✓
	LEGOLAND	x	✓
	Dedworth Middle School	x	✓
	Windsor Girls School	x	✓
	Windsor Boys School	x	✓
	Windsor Castle	x	✓
	Upton Grammar School	✓	x
	Eton College	x	✓
	Foxborough Primary School	x	✓
	The Savill Garden	x	✓
	St Peters C of E Middle School	x	✓
	St Edwards Middle School	x	✓
	St John's Beaumont Preparatory School	x	✓
	Clewer Green First School	x	✓
	Windsor Great Park	✓	x
	St Agnes Church (Busy Buttons)	✓	x
	Windsor Leisure Centre	x	✓
	The Queen Anne Royal Free Firs School	x	✓

Specific information about some of these sites accessible by foot is provided below.

Staffing

The school aims for as many teachers, other staff and volunteers as possible to be approved by the Headteacher to lead Category 1 visits, or to assist with such visits. The approval process includes vetting (including a DBS check) by the Headteacher, induction and familiarisation by the EVC, and refresher training as necessary. The school office maintains a list of approvals.

All groups must be led by an approved leader, and accompanied by at least one approved assistant who must both hold an enhanced DBS.

The maximum number of pupils per group is 30. If possible, large groups should be split into smaller groups.

If any pupils need individual support or are likely to exhibit challenging behaviour, the visit leader should arrange for additional appropriate staff or volunteers (e.g., parents or governors) to accompany the group. Such staff must be vetted by the Headteacher and are required to have an enhanced DBS check.

Any control measures put in place beyond the standard practice outlined in this guidance to meet the needs of any individual student should be outlined in the comments box in the Local Area Visit proforma on EVOLVE.

Emergency Contacts

Three senior staff normally act as Emergency Contacts: the Headteacher and the Deputy Headteachers. Their mobile numbers are on the school's Emergency Procedures for Visit Leaders.

The senior leadership team will be on rota so that one of them is on duty every day, on site, at all times during the school day to cover Category 1 Visits. The other two must remain contactable, even if offsite, as a backup.

The name of the duty Emergency Contact is displayed in the office and it is the responsibility of the visit leader to check who is on duty prior to the visit departure.

At the end of the day, the duty Emergency Contact must check whether all groups have returned and remain on site until they have.

Planning Ahead

Any visit that falls under the remit of the local learning area or is listed here as a category 1 visit needs to be entered into EVOLVE as a local area visit as shown below. When planning a visit, leaders should check the diary to ensure that there are no clashes with other planned visits or events.

What type of form do you want to add?

Visit Form

Local Area Visit

as defined in your visits policy

Once submitted on EVOLVE groups leaders should also notify the office of the planned activity with the date, time and names of students involved. This should be done via an email to the school office: office@trevelyan.org.uk

Leaders should also notify their subject lead or line manager to make them aware and talk through their plans covering its purpose and discussing specific measures required to support any students in accessing the planned activity and keeping themselves and others safe which goes over and above what is outlined in this guidance.

Prior to Departure

The visit leader should check the weather forecast and adjust plans accordingly. Visits should not normally go ahead if a Met Office amber or red weather warning is in place.

The visit leader should also check whether there are any other changes to the norm which might affect the visit – for example, road works or a local event.

Prior to departure, the visit leader must create a group list. This should include:

- The names of all pupils participating in the visit;
- The names of all staff on the visit;
- Relevant information about medical conditions, disabilities, needs, allergies, etc.
- Staff mobile numbers (check these!);
- The destination and planned activities;
- The date and planned return time;

For a class visit, a simple way to do this is to ask the school office to print a class list, including relevant information, from the School Information System. The visit leader can then cross out the names of any pupils not participating and add the other information. A copy should be given to each assistant.

The personal information is subject to data protection. The lists must be kept securely, and after the visit they must be shredded or stored securely.

The visit leader and each assistant should also carry their mobile (fully charged) and a copy of the school's Emergency Procedures for Visit Leaders.

The visit leader should check whether any pupils have conditions which might require medication during the visit, and ensure that this is available (in accordance with the school's medication policy). For example, if any pupil carries an asthma inhaler or adrenaline auto-injector, the visit leader should check carefully that they do have it with them and carry a spare.

On Departure

On departure the visit leader must place a copy of the register with the PA and receptionist, and directly inform the duty Emergency Contact of their departure and planned return time.

During the Visit

At frequent intervals during the visit, and when getting on and off transport or entering or leaving a venue, the visit leader must conduct a headcount or otherwise check that all members of the group are present.

Staff should remain alert and observant for hazards such as dog faeces, hazardous litter, and unexpected occurrences.

If the group is delayed and is likely to be late returning, the visit leader must inform the duty Emergency Contact.

On Return

On return, the visit leader must directly inform the duty Emergency Contact of their return.

The register must be filed in the 'Past Visits' folder.

The visit leader should report any incidents, observations or concerns (including any information that should be added to these procedures) to the EVC, in addition to any reporting of them required by the school's normal policies.

Travel and Transport

It is normally possible to walk to any location in the Local Learning Area within 30 minutes from school. The recommended walking routes and road crossing points are marked on the maps below. However whenever leading a group the below must be remembered:

- All pupils should be taught the Green Cross Code and be reminded of this prior to departure.
- When crossing any road (especially the A332 or Kings Road) the crossing should be directly supervised – before leaving school, groups should be familiar with the crossing procedure used by the school (WAVE) and this will be implemented to cross

all roads. Where ever available a pelican crossing or zebra crossing will be used to aid in crossing a road safely such as the Pelican crossing to cross the A308 (Albert Road) and High Street and the zebra crossing to cross St Leonards Road.

- When walking to the town centre and back pupils will follow a route along the Long Walk to minimise road crossings and traffic. This route is highlighted on the map of the Local Learning Area.
- To access the Great Park pupils will be led through the gate at the back of the school field, again to remove any hazards associated with crossing a road.
- Any pupils with disabilities (including difficulties with mobility, hearing or sight) should be given appropriate supervision or support, especially when crossing roads). Alternatively, they may, if deemed appropriate, be transported via school minibus providing necessary arrangements are made.

The school minibus may be driven only by approved drivers, who must follow the school's **minibus risk assessment**. There should always be another staff member in the minibus, responsible for group supervision. The minibus should not normally be used for visits within the Local Learning Area, except when needed for pupils or staff with disabilities.

Travel to the specific locations outside the Local Learning Area that are included in Category 1 should be by school minibus or by approved coach company booked by the school office from one of the approved providers.

Although the use of public transport and cycling is encouraged, such visits are not in Category 1 because they require specific planning.

First Aid

The visit leader or an assistant should carry a first aid kit. Mobile first aid kits are available in the office.

Parental Information and Consent

Parental consent is not required for Category 1 visits, except for sporting fixtures after school hours. At the start of every school year, parents are asked to give their blanket consent for their child participating in such fixtures, subject to being informed in advance about each fixture.

Parents have the right to withdraw their children from religious or sex education. Therefore, if a visit is planned to include these topics, parents must be informed about what is involved. Please note that a visit to a religious building does not constitute a religious visit and is not a valid reason for a parent to withdraw a child unless a form of religious service or religious observation is included in the visit.

At the start of every school year, parents are informed:

- That the school curriculum includes routine offsite visits during the school day;
- That they will not normally be informed in advance about specific visits during the school day unless they are outside the Local Learning Area, or if pupils will be offsite for lunch and therefore essential that they bring a packed lunch.

- If a pupil is eligible for a free school lunch the visit lead should check with the pupil that they require one and inform the canteen of this.
- About arrangements for regular swimming lessons at Eton College or Windsor Leisure Centre.

Clothing

The visit leader must ensure that pupils have clothing and footwear suitable for the weather and therefore pupils need to be informed ahead of time. Class Charts will be used, through the setting of a homework, to remind pupils and inform parents of equipment and clothing needed for the activity planned.

Local Learning Area - Site Specific Information

Windsor Great Park

Hazard	Risk	Likelihood	Severity	Controls
Tripping/Falling	Pupils may trip or fall on uneven surfaces, tree roots, or holes in the ground. This could lead to grazes, cuts, or more serious injuries like sprains or broken bones.	Moderate - Uneven surfaces are present throughout the park.	Minor to Moderate - Injuries could range from grazes to broken bones.	* Ensure pupils wear appropriate footwear with good grip. * Supervise pupils closely, especially on uneven terrain. * Advise pupils to be aware of their surroundings and to walk, not run.
Getting lost	The park is large, and pupils may wander away from the group. This could lead to panic, distress, and difficulty reuniting with the group.	Low - With proper supervision, the risk of getting lost is low.	Moderate - Pupils could become distressed and cold if lost for an extended period.	* Conduct regular headcounts throughout the trip. * Ensure pupils stay together as a group and do not wander off. * Establish clear boundaries for pupils and inform them of the consequences of going beyond those boundaries. * Identify designated meeting points in case of separation.
Exposure to the elements	The weather in England can be unpredictable. Pupils could be exposed to rain,	Moderate - The weather can change quickly.	Minor to Moderate - Effects could range from	* Check the weather forecast before the trip and dress pupils accordingly. * Ensure pupils bring sun

	sun, or cold temperatures. This could lead to sunburn, heatstroke, hypothermia, or becoming wet and cold.		sunburn to hypothermia.	cream, hats, and waterproof clothing. * Provide plenty of water for pupils to drink throughout the day. * Advise pupils to inform a teacher if they feel unwell. Keep within area outlined in the local learning area map. Provide pupils with a pre-defined rendezvous point. Unless orienteering, ensure a line of sight is maintained with all pupils
Traffic	There may be some traffic within the park, particularly near car parks and ranger vehicles. Pupils could be at risk of being hit by a vehicle.	Low - Traffic speeds are generally low within the park.	Serious - A collision with a vehicle could cause serious injury or death.	* Ensure pupils stay on designated paths and away from traffic. * Supervise pupils closely, especially when crossing roads or paths used by vehicles.
Wildlife	The park is home to a variety of wildlife, including deer, rabbits, and birds. While these animals are generally not dangerous, there is a small risk of bites or scratches.	Low - Wild animals in the park tend to avoid humans.	Minor - Bites or scratches from wildlife are unlikely to be serious.	* Advise pupils not to approach or attempt to feed any wild animals. * Ensure pupils dispose of any litter responsibly to avoid attracting animals.
Members of the public and dogs	High	Low	Brief pupils prior to departure around Ready, Respectful and Safe and what this will look like during the activity. Pupils not to approach dogs.	Members of the public and dogs

Note:

- There are some isolated large trees – these should be avoided in high winds or if there is a chance of lightning;
- Orienteering in the park is included in Category 1
- There are some patches of stinging nettles and brambles (ensure pupils are wearing long trousers and remind pupils to avoid these areas.
- Pupils should not run in the woods, as there are many trip hazards and branches at eye level.

The map below shows the area of Windsor Great Park covered by our local learning area accessible by foot. This area is to be accessed via the gate onto the Great Park which is located at the far side of the playing field. A key for this gate can be acquired from the school office and the gate must be locked behind yourself to keep the school site secure at all times. At no point are pupils to venture beyond this area and this will need to be made clear to groups being taken out onto the Great Park. Its boundaries are the A352 and the clearly identifiable paths which are not to be crossed at any time.

Fig 2.



Windsor Town Centre

Location	Hazard	Risk	Mitigation Strategies
Walking along The Long Walk	- Traffic (cars, bicycles)	Collision with pedestrians	- Walk in single file on the designated pedestrian path. - Adults to supervise and ensure pupils stay on the path. - Teach pupils to look both ways before crossing any roads.

Walking along The Long Walk	- Uneven terrain (roots, bumps)	Slips, trips and falls	- Ensure pupils wear appropriate footwear with good grip. - Adults to be aware of uneven surfaces and remind pupils to walk carefully.
Windsor Town Center (general)	- Crowded streets	Pupils getting separated from the group	- Adults to do a headcount regularly. - Agree on a meeting point in case pupils get separated. - Instruct pupils to stay with a buddy.
Windsor Town Center (general)	- Theft	Personal belongings being stolen	- Pupils to keep valuables secure (e.g., in bags they can keep on them). - Advise pupils not to bring anything they don't absolutely need. - Adults to be vigilant and keep an eye on pupils' belongings.
Peacod Street	- Traffic (cars, delivery vans)	Collision with pedestrians, especially when entering/exiting shops	- Remind pupils to use designated pedestrian crossings and wait for the signal to cross. - Adults to supervise crossing roads.
Windsor Train Station	- Slippery surfaces (wet pavements, steps)**	Slips, trips and falls	- Ensure pupils are aware of potential slippery areas, especially after rain. - Instruct pupils to walk carefully and avoid running.
Windsor Train Station	- Strangers	Potential for abduction or unwanted attention	- Remind pupils to stay with the group and not wander off on their own. - Advise pupils not to talk to strangers. - Adults to supervise pupils closely, especially near the train station.
Alexandria Gardens	- Water (ponds, river)	Falling in	- Ensure pupils stay away from the edges of ponds and the riverbank. - Advise pupils not to throw stones or sticks into the water. - Adults to supervise pupils closely around water features.
Alexandria Gardens	- Dog mess	Stepping in and contaminating shoes/clothes	- Keep pupils on designated paths. - Adults to be vigilant and look out for dog mess. - Remind pupils to wipe their shoes if they step in any mess.

The below map shows the route that will be taken by group leaders escorting groups of pupils to the town centre. Pupils will be led out of the pedestrian gate and along Wood Close crossing where convenient. At the end of Wood Close, at the Army Reserve Centre pupils will be led along Bolton Road to the A332. Once crossed groups will be led along the A332 in pairs and will cross the A308 at the pelican crossing.

When crossing Wood Close and the A332 ensure you follow the Green Cross Code and cross as a WAVE.

Fig 3.

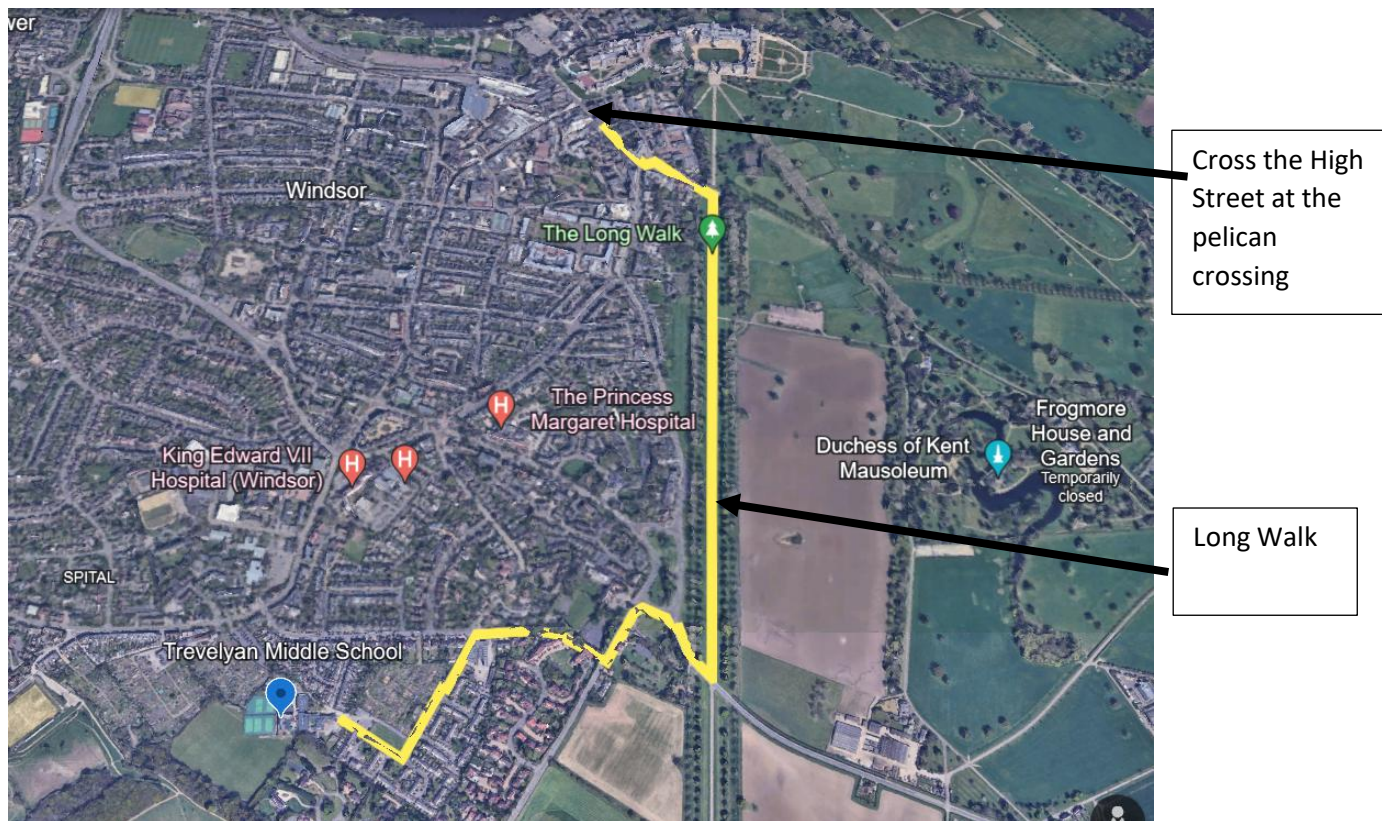
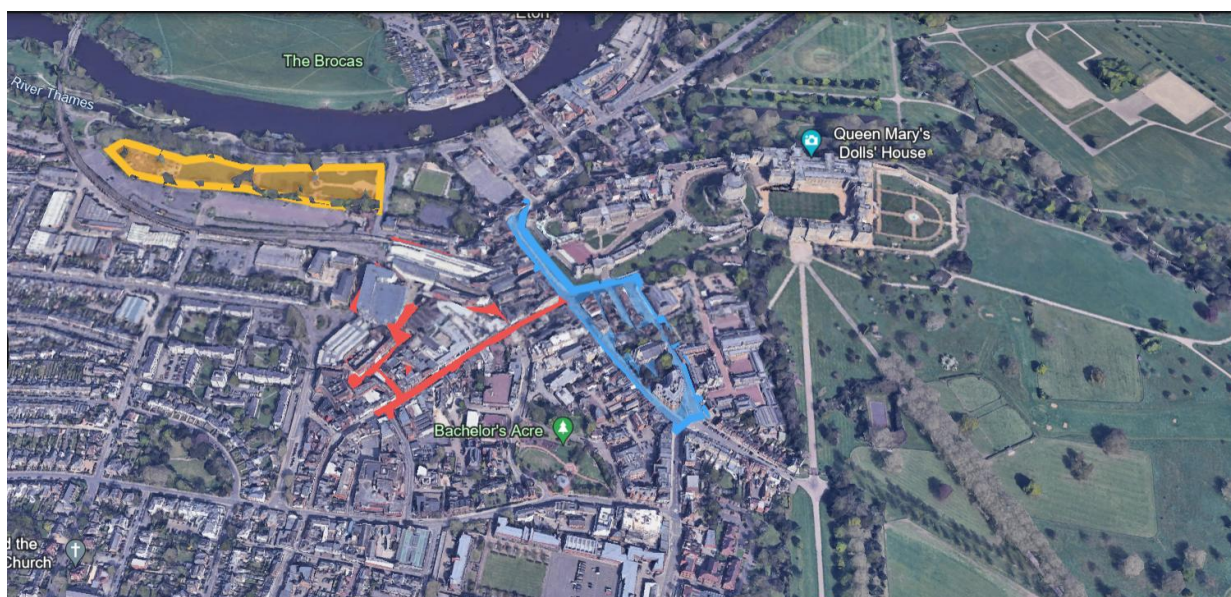


Fig. 4



The map above shows the areas of the town centre covered by the local learning area. The following areas are included:

- High Street, Castle Hill and St Alban's Street (shown in blue)
- Peascod Street, Bridgewater Wy and Windsor Yards (shown in red)
- Alexandria Gardens – accessed via pelican crossing on Goswell Road (shown in orange). Pupils are to be instructed not to leave the Gardens by crossing Goswell Road or Barry Avenue unsupervised.

Any activity outside of these areas is not covered by this guidance.

St Agnes Church (Busy Buttons)

Fig. 5



Pupils are to be led out of school via the St Leonards road entrance/exit. Pupils will again walk in twos along the pavements through the car park and will cross St Leonards road at the

zebra crossing just to the right of the exit from the car park. Pupils will continue along the pavement of St Leonards road in twos until reaching St Agnes Church. Ensure all children are kept together with one member of staff leading and another at the rear and ensure all cross the small side road (Buckley Avenue) following the Green Cross Code and crossing together as a WAVE.

Category 1 Visits Outside the Local Learning Area

Visits to the following locations are included in Category 1, as detailed in Fig 1, provided that the visit has been arranged in advance with the venue:

- Eton College
- Other schools also part of Pioneer Education Trust (Upton Court Grammar School, Foxborough Primary School, Desborough College).
- Local Middle Schools (Dedworth, St Edwards, St Peters)
- Local Secondary Schools (Windsor Boys and Windsor Girls School)
- Virginia Waters Visitor Centre at the Savill Garden
- St Johns Beaumont Preparatory School
- The Queen Anne Royal Free Firs School
- Clewer Green C of E first school
- LEGOLAND
- Windsor Leisure Centre

When visiting these venues, pupils must be dropped off and picked up immediately outside them and be directly supervised while walking between the transport and the venue. Any visit which involves going elsewhere in Windsor and surrounding areas are not classed as a category 1 visit and are therefore not covered by this guidance and must be planned for in line with the off-site visits policy.

Staff accompanying pupils to swimming lessons must receive a briefing from the Head of PE about their role.

After-School Sports Fixtures

The procedure for after-schools sports fixtures is the same as for other visits except as described here.

For each fixture, the Head of PE is responsible for:

- Arranging transport and staffing;
- Liaising with the office to ensure that consent has been obtained for each pupil involved, and that parents are informed in advance about fixtures affecting their child, including the location, transport arrangements, staffing, kit required and the expected time of return to school;
- Producing and distributing a group list as described above;
- Liaising with the EVC to nominate an Emergency Contact.
- Ensure supervising staff are aware of the risk assessment for the specific activity which can be found here:

Appendix 2

RBWM/AfC Offsite Emergency Incident Escalation Plan 2020 Draft v2 08/2022

In case of a serious accident, death, or other critical incident during an offsite educational visit which will demand that the group is supported or where the press is likely to get involved.

Visit Leader (or another if VL is incapacitated) contacts:

School Emergency Officer (allocated as part of the trip's planning)

Youth Service or CS Emergency Officer (if allocated as part of the trip's planning)

Establishment Emergency Officer (or VL if EO unavailable) contacts:

Tinkers Lane Control Room (01753) 853517 providing the call handler with key details.

Duty Emergency Planning Officer will respond to group's need and call the Borough-based Local Crisis Management Team if required.

School will put together a school-based local Crisis Management Team

Full Crisis Management Team will be convened (if appropriate) comprising Strategic Director(s), Service Officers, communications, school or local Crisis Management Team Member, Insurance, school support officer, Other to reflect the nature of the event.

Advice and support will be provided to the Visit Leader and rest of the party.

Emergency Contact EMERGENCY ACTION CARD

Priorities

All actions should be guided by the following:

1. Listen and record
2. Support the leader
3. Set in Action appropriate steps

Immediate action

1. Listen, take contact numbers and record
2. Establish an immediate plan with group.
3. Instigate relevant Crisis Management Team (CMT)
4. Communicate with parents
5. Communicate with RBWM CMT and establish support actions.

If the call from group has gone to 01753853517 then RBWM operations unit will have started a CMT action.

Establish:

- Roles of Senior staff.
- Communications
- Action to aid group.
- Establish who will go to group and assist, RBWM Outdoor Education Advisor may also go.

Leaders contacts.....

Incident notes/record

Time Events/Actions/Decision

Don't forget:

- Safeguarding the group
- Physical; find shelter, food, transportation for group
- Emotional; counselling services
- Control communications
- Keep written log
- Work with Press department
- Work with emergency services
- Work with FO if abroad

Visit Leadership Team EMERGENCY ACTION CARD

Priorities

All actions should be guided by the following:

1. Keep your group alive and safe
2. Prevent the situation getting worse
3. Promote recovery and travel back to base

Immediate action

1. Remain calm-assess situation
2. Safeguard yourself and then those who are ok. Make sure they are briefed as to what to do.
3. Organise staff with roles
4. Call emergency services as appropriate
5. See to First Aid needs

Once the incident is contained. Contact emergency contact or 01753853517

RBWM operations unit.

Stating:

- That this is an emergency
- Who and where you are
- Your contact number
- Nature of emergency
- Numbers of casualties and status
- What you are going to do

Emergency contacts.....

Incident notes/record

Time Events/Actions/Decision

Don't forget:

- Safeguard group
- Physical; shelter, food, transportation
- Emotional; remove from scene, comfort
- Control communications
- Keep written log
- Refer press to employer
- Work with emergency services

Offsite Critical Incident or Emergency - guidance for Emergency Contacts.

Pre-activity checks:

1. Establish whether the school insurance will provide cover for:
 - a. Repatriation
 - b. Transporting of parents to injured child.
 - c. Accommodation for parents and staff if needed.
2. Does the insurance cover pre-medical conditions?
3. How does the insurance provider require expenses to be activated; can the visit leader pay and claim later; does the insurance company need to be advised of all potential expenditure first; does the insurance company arrange hospitalisation, transport etc?
4. Are staff adequately trained.

Upon receiving information during any incident, the school Emergency Officer will:

1. Record all relevant details, preferably as the Initial Contact sheet describes.
2. Remain calm and give assistance and advice to the staff leading the activity.
3. Take contact details of trip leader and keep the contact free of all other calls.
4. Establish the level of the emergency and establish a school support team.
5. Contact RBWM control room (Tinkers Lane) to instigate help if needed, inform them what is happening or take over from those holding details if the information has come from outside RBWM.
6. Establish communication lines with the activity leaders so that two-way communications remain clear.
7. Arrange communication with parents of all on the activity.
8. Establish a plan for parents who need to be with their children or who need to be supported.
9. Organise plans to bring group home and look after those incapacitated. Use the RBWM emergency teams to assist.
10. Establish when it may be appropriate for school staff to attend the incident.

The school emergency action plan should detail who will take on which roles; what plans and means of communications will be needed and what processes will involve RBWM.