



Greenway Primary and Nursery School

Offsite Visits and Learning Outside the Classroom (LOtC) Policy

Date approved: 9 October 2023

Date of review: Autumn 2024

The Staff and Governors of Greenway Primary and Nursery School ('the school') acknowledge the immense value of offsite visits and learning outside the classroom ("LOtC") activities, and fully support and encourage those that are well planned and managed.

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.

The school uses Hertfordshire County Council's ("HCC") 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 their school's

Educational Visits Coordinator ("EVC"), Mark Loczy.

Arrangements and considerations for all visits and LOtC activities will be recorded on EVOLVE, with accompanying paperwork as is appropriate.

1. Scope and Remit

It is a legal expectation that employees must work within the requirements of their employer's guidance. This policy relates to HCC's "Guidance for the Management of LOtC and Offsite Visits" and it is the expectation that all staff will follow its requirements.

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

This policy should be implemented when using places such as:

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

and involves any one of the following:

- direct supervision of children undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of children undertaking experiences that fall within the remit of LOtC;
- facilitating experiences for children undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for children undertaking experiences beyond the boundary of their normal operational base.

Staff must ensure the children 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.

2. Roles and Responsibilities

Under the Health and Safety at Work Act (1974), health and safety responsibilities lie with the employer. 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.

In Hertfordshire, the tasks of scrutinising and approving arrangements for Offsite Visits and LOtC activities are delegated to the Headteacher of the school.

The Headteacher, Katharine Ellwood, (or her 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 designated person, either herself or another suitable member of staff, as the EVC and that the designated person meets employer requirements;
- 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 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 children is regular or significant, DBS checks must be in place as required;
- 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 coaching/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 and that consent has been sought where necessary;
- Arrangements are made for any medical needs and special educational needs of all the children 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 personal details of both participants and staff) are accessible at all times to a designated 24/7 emergency contact(s) in case of a serious incident;
- There are contingency plans in place should the visit plan be significantly changed or cancelled (Plan B);
- Arrangements are in place for the Governing Body to be informed of such visits as are required by this policy;
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
- Preliminary visits will be undertaken where appropriate;
- This policy formally adopts a set format for recording written risk-benefit assessments. Such risk-benefit assessments should be proportional, suitable and sufficient and based on the 'Principles of Sensible Risk Management';
- Where the activities or visit involves a third party provider ("Providers"), appropriate assurances have been sought; national schemes e.g. LOtC Quality Badge, the Adventure Activities Licencing Service ('AALS') licence, Adventuremark, or a clear management Statement of Competence, are recognised in keeping with HCC's recommendations and make further seeking of provider assurances unnecessary

- All visits are evaluated with regard to best value, teaching and learning, quality experiences, addressing issues raised by any serious incident and to inform the operation of future visits;
- This policy includes appropriate emergency procedures in case of a major incident;
- This policy includes a procedure to ensure that parents are appropriately informed in the event of a serious incident;
- Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR (Reporting of injuries, diseases and dangerous occurrences regulations).

The EVC at Greenway is Mark Loczy and he will:

- Be specifically competent, ideally with practical experience in leading and managing a range of school visits.
- Attend training, and update training, as required by HCC.
- 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 LOtC activities, that it is updated as necessary, is readily available to staff, 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 LOtC Quality Badge, or a current AALS Licence, or Adventuremark).
- Have an understanding of the Manifesto for LOtC and the supporting rationale.
- Ensure offsite and LOtC 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 establishment procedures are properly understood.
- Ensure offsite activities are 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.
- 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 LOtC activities are reviewed and evaluated; this process will require the reporting of accidents and incidents.
- 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.

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. The school 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. It is also seen as good practice to involve children in these processes wherever appropriate;
- Define the roles and responsibilities of other staff (and children) 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;
- Collate, make available and disseminate relevant information to supporting staff, parents and children 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 children 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 staff, even when partial responsibility is shared with a provider. Should the provider run the 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 children being put at greater risk;
- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details.

The Chair of Governors Elizabeth O'Reilly acts as a "critical friend" in relation to visits and LOtC.

S/he will ensure that: -

- S/he has an understanding of how outdoor learning supports a wide range of learning outcomes;
- There is an EVC in place that meets with employer requirements;
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements;
- This policy supports the principles of inclusion;
- There are monitoring procedures in place.

3. Competence

Competence is a combination of experience, training/qualifications and common sense.

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?
- 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?
- e) Does the leader have the ability to 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) Is the leader aware of all relevant guidelines and able to act on these?

The school operates a process of coaching and succession for all staff likely to be involved in organising, leading or accompanying offsite visits and LOtC activities. The school undertakes to ensure that all such staff will undergo an induction process that entails access to (and training where required) the EVOLVE system and practical experience of accompanying visits and LOtC activities *before* being tasked with leading a visit for themselves.

4. 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.

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, the risk assessment form OV4 (using the template on RM Staff or a generic risk assessment form on The Grid – see below) and, where appropriate, 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 as notes or as an attachment, and shared with all parties.

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 Health & Safety pages on The Grid and for use on 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.

Visit leaders preparing to complete form OV4 for their visit, may choose to use one of the generic risk assessment forms available on The Grid instead as these cover many types of school visit/off-site activity.

Note: whilst it is not possible to “clone” visits on EVOLVE, it is possible to re-use risk assessments and other documents that have been attached to previous visits. Staff should liaise with their EVC about this.

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/Use of a Provider assessment Form (OV6)

HCC provides the OV6 ‘Provider Assessment 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 the OV6, including a Safety Management statement, so it may not be necessary to use one.

The OV6 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 an OV6 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 HCC guidance e.g. **LOtC Quality Badge, AALS 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 LOtC 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.

HCC Providers and Establishments: - OV6 forms are not required from HCC-run providers such as Cuffley Camp, Herts Young Mariners Base, Hudnall Park or The Old Coach House in Snowdonia.

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.

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.

5. 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 Education'](#) can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

6. Staffing and Supervision

HCC requires establishments to ensure 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 Headteacher and, where applicable, in accordance with Governing Body policy.

Ratios for Early Years are specified and must be adhered to; see [Statutory Framework for the Early Years Foundation Stage](#)

For all other visits 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 the age of the children relating to the ratio needed e.g. Six year old children require a ratio of 6:1. 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 children or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. 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

Children must be supervised throughout all visits. At times they may be unaccompanied by a member of staff or other responsible adult, e.g. 'down time' in a park or on a beach, 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:

- 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 establishment's staff.

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.

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

7. Emergency Procedures

In the event of an emergency on the visit, it is the responsibility of the Visit Leader to notify the participant's designated 'Emergency Contact' as soon as possible, either by calling the school office so that they can make the call or by calling directly (whichever is most appropriate). It is each Visit Leader's responsibility to ensure they have with them a mobile phone, to be used in the event of an emergency. The Visit Leader must ensure the following:

- The phone has fully-charged batteries (and chargers available if necessary)
- The phone has sufficient credit available for the duration of the visit
- They have the Emergency Contact details for all participants (these are provided by the school office in the form of parental consent slips with emergency contact details on them for day trips and a full list of names, numbers and medical information for residential trips).

In addition, there will be a nominated person(s) at the school, who can provide 24/7 cover as an Emergency Contact and who 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 children.

Consideration will be given to the following:

- What are the criteria for identifying the nominated Emergency Contact(s) (availability, access to records etc)
- Is more than one Emergency Contacts required?
- Where are visit plans kept so they may be accessed in the event of an emergency?

8. First Aid

It is not always necessary that a 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:

- Knows how to access qualified first aid support.
- Has a working knowledge of simple first aid and is 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.

9. Approval of Visits

Final approval is delegated to the Headteacher on all visits.

However, the following types of visit are required to be notified to HCC : -

- 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.

Regardless of whether a visit should be notified to HCC 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 or form OV4 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 applicable, a visit may also need to be notified to HCC; 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/Governing Body/HCC may decide to, sample monitoring by field visit as an additional means of ensuring safety of participants and quality of provision.

10. 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*'.

A one off consent is sought from parents for short walking visits outside school.

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

11. Insurance

Advice regarding insurance may be sought from the HCC's Insurance department.

Contact details are given on the 'Contact' page and from the 'Insurance' section when completing a visit entry on 'EVOLVE'.

In addition to the standard public liability cover which all establishments will have in place HCC has taken out 'blanket' personal accident cover / travel insurance for all trips/visits at home or abroad. The school buys into HCC's Annual travel Insurance Scheme and recharges the cost to parents.

12. Inclusion

This policy 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 child 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 child) is within their competence and normal work practices.

13. Codes of Behavioural Conduct

The school encourages the use of codes of behavioural conduct as a means of establishing appropriate expectations of children's behaviour. Such codes need to be explained to both the children 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.

14. Transport

Private Cars

Where a private (staff or parent) car is to be used to transport children then this must be approved by the Headteacher. It is the responsibility of the individual members of staff to ensure that they comply with the school's Driving at Work Policy.

Coaches

HCC does not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. The school monitors and reviews the service provided by coach companies on a regular basis.

Public Transport

For public transport within the Greater London area contact 'Transport for London', who can offer advice on travelling with groups on London buses, Underground, Tramlink, and Docklands Light Railway, to cultural destinations.

15. Swimming

The school acknowledges the immense educational benefits that swimming activities can potentially bring to children, and fully supports and encourages swimming activities that are correctly planned, managed, and conducted.

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

All swimming activities and venues are included within the visit plan, and life-guarding arrangements are checked in advance.

Evolve will be completed each term if there are any swimming visits planned.

Children will be supervised by a competent adult at all times whilst undertaking swimming activities.

Swimming pools (life-guarded)

HCC 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.
- Unless suitably qualified, the school's staff should not have responsibility for life-guarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.
- For swimming lessons, the school will ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

16. Local Area Visit

General

Visits/activities within the 'Local Area Visit' that are part of the normal curriculum and take place during normal school hours follow the Operating Procedure outlined below. These visits/activities:

- do not require parental consent
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

This area includes, but is not limited to, the following frequently used venues: e.g.

- *Local Library*
- *Local Church*
- *Pancake Woods*
- *Everyone Active leisure Centre*
- *Schools in the local area, Primary and Secondary*

Operating Procedure for Local Area Visit

The following are potentially significant issues/hazards within our Local Area Visit:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces (→ slips, trips and falls)
- Weather conditions
- Activity-specific issues when doing fieldwork (nettles, brambles, rubbish, etc.)

These are managed by a combination of the following:

- The Head or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.

- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any “no go” areas, and have practised appropriate group management techniques.
- Pupils have been trained and have practised standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the Local Learning Area is done in ‘buddy’ pairs as a minimum
- Pupils’ clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant medical information and ensure that any required medication is available with specific reference to the school’s Supporting Pupils with Medical Conditions Policy.
- Staff will deposit in the office a list of all pupils and staff/adults, a proposed route, and an estimated time of return.
- A designated Emergency Contact ‘back at base’, who is aware of the proposed visit/activities, will have been identified beforehand and ensure that s/he remains contactable until notified of the group’s safe return.
- A school mobile and staff mobiles are taken and the office will have a note of the number(s)

17. Review

This policy will be reviewed annually by the Governing Body.