

# Outdoor Education, Off Site Visits & Activities inc Forest School

## Libra

### Policies and Procedures

Coordinator Kirsty Crosby

Head Teacher Kirsty Crosby

Nominated Director Joan Wilkes

Last Review Date 27.07.18

Next Review Due 25.07.19

Mid-year updates

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### Outdoor Education, Off Site Visits and Activities inc Forest School

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Employers Liability (Compulsory Insurance) Act 1969
- Health and Safety at Work Act 1974
- Safety Representatives and Safety Committees Regulations 1977
- Provision and Use of Work Equipment Regulations 1998
- Adventure Activities Licensing Regulations 1996
- Standards and Framework Act 1998
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Education & Inspections Act 2006
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- Equality Act 2010
- Education Act 1996
- Education Act 2011
- Children Act 2004
- School Premises (England) Regulations 2012
- Special Educational Needs and Disability Act 2001
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE) 2016
- DfE's Mental Health and Behaviour in School 2016
- Managing for Health and Safety (HSE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

The Company endorses the principles and guidance contained within the:

- DfE Health and Safety Of Children On Education Visits, A Good Practice Guide
- Health and Safety Executive, School Trips and Outdoor Learning Activities, Tackling the Health and Safety Myths, June 2011
- DfE Health & Safety, Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies, February 2014
- Outdoor Education, Visits and Off-Site Activities Health and Safety Policy Devon County Council and Torbay Council establishments, March 2014

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- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

This policy covers all off-site visits and activities organised through the school and for which Blackford Education Schools Ltd, t/a The LIBRA School, and the Head Teacher are responsible.

We aim to ensure that every child will have access to a wide range of educational experiences as we recognise the significant educational value of visits and activities.

We believe all children regardless of race, religion, culture, or genders have a right to attend and experience all off-site activities.

We believe that we should not be deterred by the current national (or global) threat of terrorist attacks as we believe that educational visits should carry on as they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008)

It is our policy to continue as normal by ensuring that we are vigilant and have in place pre-visit risk assessments and school personnel trained in safeguarding procedures in order to ensure pupils' safety and to cover all eventualities such as high-profile terrorist threats when visiting such places as London. School personnel are also trained in dealing with pupils' concerns about heightened security procedures such as armed police/soldiers on the streets

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions on and off-site, equipment and systems of work for all our pupils, school personnel and visitors to the school.

Our involvement in outdoor education has enriched and extended the curriculum. It has encouraged more cooperation between children, developed teamwork, developed problem solving skills, encouraged independence, and self-confidence.

Outdoor education has had a significant role to play in the development of personal and social qualities of all children. Residential opportunities, physical challenge and adventure can have a particular part to play in the development of personal and social qualities for all young people. Outdoor education helps young people to be physically active and to understand how to assess and manage risk for themselves.

When planning an educational visit we will ensure that any third party provider such as a third party person/organisation contracted to organise/deliver all or part of the visit or just supervise pupils, meets our needs, expectations and has appropriate accreditation.

Libra offers children the opportunity to travel twice yearly for two weeks abroad to experience different countries and cultures and to engage in activities which promote inquiry, aspiration and opportunities to develop resilience and confidence all of which benefit the children's personal and social development which positively impacts on academic progression. Trips to date have included: Florida to include Kennedy Space Centre, Canada for Skiing, Portugal for surfing.

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We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We will ensure that we comply with all current national and local documentation before any educational visit is authorised and all precautions are taken to ensure pupils' safety.

We believe that we are an educationally inclusive school so therefore we will ensure all children are included on educational visits including those with special educational needs, disabilities or other special conditions or social circumstances. Additional adult support will be provided.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

The management of visits and off-site activities places particular responsibilities for the health, safety and welfare of all participants, on: the Company, Head Teacher, the party leader, members of staff and volunteers and children. The school also has responsibilities to other members of the public and to third parties. This policy on visits and off-site activities therefore complements the wider school health and safety policy and is supported by an Educational Trip / Outdoor Education Risk Assessment Pack which is used for such activities.

### **Aims**

- To introduce outdoor education to all children.
- To assist in the development of the personal and social qualities of all children.
- To ensure that all visits and off-site activities are safe, well managed and educationally beneficial.
- To ensure compliance with all relevant legislation connected to this policy.
- To ensure that all visits and off-site activities are safe, well-managed and educationally beneficial.
- To ensure that we continue to organise education visits despite the threat from terrorist attacks.
- To have safe procedures in the event of a terrorist attack during an educational visit.

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- To ensure compliance with all relevant legislation connected to this policy.
- To work with the local authority to share good practice in order to improve this policy.

### Responsibility for the Policy and Procedure

#### Role of the Directors

The Directors have:

- appointed a member of staff to be the Coordinator for Educational Visits (EVC);
- the right to be consulted and to give permission for all school trips;
- responsibility to ensure:
  - the school complies with all health and safety regulations and procedures;
  - all risk assessments are in place,
  - emergency plans are in place;
  - insurance cover is in place;
  - adequate supervision is in place;
  - the needs of all pupils are catered for

When planning any educational visit the Headteacher and the Coordinator for Educational Visits will consider the following in a risk assessment:

- the current national risk level of a terrorist attack
- the destination
- the venue
- transport hubs at the venue
- a thorough knowledge of the venue's emergency procedures
- in the case of a terrorist incident:
  - A list of possible safe areas or venues which could be used as emergency protection.
  - Direct emergency transport routes away from the incident.
  - Alternative emergency transport routes away from the incident.
  - A list of possible venues that could be used as an enforced overnight stay.
  - Emergency provisions such as water and snacks in place in the event of delays.
- staff trained in the following emergency procedures:
  - The principles of staying safe:
    - Run
      - Escape if you can
      - Consider the safest options
      - Is there a safe route? Run if not Hide
      - Can you get there without exposing yourself to greater danger?
      - Insist others leave with you
      - Leave belongings behind
    - Hide
      - If you cannot RUN, HIDE
      - Find cover from gunfire
      - If you can see the attacker, they may be able to see you
      - Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
      - Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
      - Be aware of your exits
      - Try not to get trapped

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- Be quiet, silence your phone and turn off vibrate
- Lock / barricade yourself in
- Move away from the door

### ➤ Tell

- Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker
- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

(Recognising the terrorist threat (Gov.Uk))

- How to be vigilant at all times.
- A thorough knowledge of the venue especially a thorough awareness of the escape exits.
- Planning assembly points after the emergency evacuation of a venue.
- Trying to avoid crowds and queuing at venues.
- Staying in touch - lines of communication within the group and with school.
- First aid and emergency medication.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring policies are made available to parents;
- the responsibility of involving the School Council in the improvement of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

## Role of the Head Teacher

The Head Teacher will:

- work in conjunction with the Senior Management Team to ensure all staff, pupils and parents are aware of and comply with this policy;
- ensure all visits and off-site activities have specific and appropriate educational objectives;
- provide leadership and vision in respect of equality;
- approve all visits and activities, based on compliance with the company's health and safety policy, this policy and recognised good practice;
- ensure off-site programmes are led by competent staff who are appropriately experienced to assess the risks, manage the activity and manage the specific group;
- consider the following before sanctioning and authorising any educational visit:
  - the educational benefits of the visit
  - the travelling time to and from the venue
  - the health and safety factors
  - the third party provider has appropriate accreditation
  - the overall suitability of the venue / facility
- ensure risk assessments are:
  - in place;

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- accurate and suitable;
- reviewed annually;
- easily available for all staff.
- ensure that Educational Visit Coordinator and Party Leaders have appropriate training and are sufficiently competent, experienced and qualified;
- ensure all volunteer helpers/supervisors are subjected to a Disclosure and Barring Service criminal records check before they take part in an educational visit;
- ensure all accidents and emergencies are dealt with and reported;
- ensure all relevant insurance cover is in place;
- check that the staffing ratio is suitable for each visit;
- ensure party leaders have access to a planning checklist, taken from the DFE Health and Safety Of Children On Education Visits, A Good Practice Guide, and adapted as necessary to meet the particular needs of the school;
- check that risks have been assessed, significant risks recorded and any appropriate safety measures are in place.
- ensure that all members of staff, including those who have interaction with the children only as part of scheduled activities or who hold voluntary positions, have appropriate DBS checks.

### Role of the Coordinator

The coordinator will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headteacher;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- review and monitor;

### Approval of off-site activities

The Head Teacher (in their absence, the School Manager) will be responsible for approving all off-site activities. This includes approving the party leader for each visit or off-site activity, this will usually be the teacher who has planned the trip or activity.

### Outdoor learning held on school grounds:

Libra strongly promotes outdoor learning and supports scheduled forest school lessons on the school grounds. The Headteacher and senior management team (along with the designated forest school teacher) ensure the safety of children within this time by:

- ensuring that the group leader holds designated forest school training qualifications;
- ensuring that supporting staff are aware of the safety procedures that are specific to forest school;
- providing an area of land that meets the desired educational objectives of forest school and that is safe from visiting members of the public and any livestock in the proximity (including domestic, farm and wild animals);
- providing access to first aid training and a fully stocked first aid kit, which needs to be taken out with the group at each lesson.
- providing information on fire safety and adhering to forest school guidelines when any fires are lit.

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- ensuring that appropriate tasks are provided for each group taught and that tasks are differentiated by ability. When outdoor equipment is used, the children must be at an appropriate age to understand the risks involved and carry out the tasks with an awareness of safety. Any outdoor tools or equipment must be stored out of the reach of children and be regularly maintained.

### **Responsibilities of the party leader**

The party leader will:

- have overall responsibility for the supervision and conduct of the visit or activity;
- obtain the Head Teacher's approval before any off-site visit or activity takes place using the appropriate form;
- follow policy and procedures of the school;
- assess the risks involved and amend as appropriate any previously recorded risk assessment;
- use the school planning checklist to ensure all procedures have been followed;
- inform those with parental responsibility fully about the visit (where appropriate) and gain their consent, where needed;
- reassess risks while the visit or activity takes place;
- ensure there is a contingency plan (Plan B) should a significant change to the programme be necessary due to weather etc.
- accept when a planned activity or trip needs to be aborted and ensure that children and staff are fully informed of the next steps from this decision.
- identify an emergency situation and follow school procedures and a common sense approach to address the situation.

### **Responsibilities of additional members of staff taking part in visits and off-site activities**

Members of staff should:

- Assist the party leader to ensure the health, safety and welfare of young people on the visit;
- Be clear about their roles and responsibilities whilst taking part in a visit or activity.

### **Responsibilities of children**

Whilst taking part in off-site activities children also have responsibilities about which they should be made aware by the party leader or other members of staff, for their own health and safety and that of the group. Young people should:

- Avoid unnecessary risks;
- Follow instructions of the party leader and other members of staff;
- Behave sensibly, keeping to any agreed code of conduct;
- Inform a member of staff of significant hazards.
- Older young people are encouraged to join in with the planning of the activity prior to the event, when they prove that they are mature enough in outlook to fully appreciate the task.

### **Responsibilities of those with parental responsibility**

Those with parental responsibility have an important role in deciding whether any visit or off-site activity is suitable for their child. Subject to their agreement to the activity, they should:

- support the application of any agreed code of conduct;
- inform the party leader about any medical, psychological or physical condition relevant to the visit;
- provide an emergency contact number;
- sign the consent form where applicable.



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### Transport arrangements:

Libra understands that the safety and well being of the children in their care, also extends to the transport arrangements made to and from an activity. It is the responsibility of the Headteacher and senior management team to ensure that the school mini bus, in addition to any company cars used, undergo regular safety / maintenance checks and are driven by competent drivers. The mini bus also needs to have: a first aid kit, a fire extinguisher, seatbelts, road signs and a high visibility jacket for the driver, on board.

The driver of a vehicle must not drive for longer than 5.5 hours consecutively. If this is the case, then a scheduled 30 minute stop must be arranged, or 45 minutes that is taken at intervals. When very long drives are planned, it is preferable to have two people sharing the driving, to reduce the risk of fatigue.

Similarly, the needs of the children on board must be considered and the transport stopped on their behalf to take regular breaks in the event of a long journey. All children and staff must wear a seatbelt when the vehicle is in motion, no matter how short the journey.

### The provision of training and information

A copy of this policy and associated school procedures will be made available to all staff within the school who may be responsible for leading off-site visits and activities and to any person with parental responsibility requesting a copy.

Appropriate training will be made available to leaders and other adults taking part in off-site activities in order to reflect identified school health and safety priorities and educational priorities.

The Head Teacher will maintain a record of the qualifications held by staff involved in outdoor activities including first aid, life-saving, mini-bus driving and specific hazardous activities.

### Risk Assessment Procedures

Risk Assessments will be completed on preliminary site visits and will cover:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

We will use or adapt risk assessments that have been produced by venues who provide instructor led activities. A risk assessment of the mode/s of transport will be undertaken.

### Action in the case of emergency

The Head Teacher will ensure that emergency arrangements are in place, known to staff and in line with company policy, to cover the range of activities undertaken from the school and the times at which they take place. This will include a minimum of two emergency contact numbers for designated senior members of staff including out of hours numbers. First aid provision and training of staff will be in accordance with good practice.

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## Accidents and incidents

Any accidents and incidents that occur during off-site visits and activities will be reported and recorded in accordance with the school health and safety policy. Accidents and incidents will subsequently be reviewed within the school to identify any learning points.

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

## Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Health and Safety	

## Libra School Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Outdoor Education, Off-Site Visits and Activities Policy	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups															Conclusion																
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No						
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS			
		✓			✓			✓			✓			✓			✓			✓			✓					✓				
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓			

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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### Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated governor in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated governor work closely	x			
• Policy endorsed by governing body			x	
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
<b>A statement outlining the overall effectiveness of this policy</b>				
It is effective and suitable for purpose				