



# **Holbrook Primary School Educational Visits Policy**

October 2019

Appendix One

Policy for the Management of Visits, Trips and Learning Outside the Classroom (LA)

Appendix Two      Emergency Cards for trips

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## Context

At Holbrook School, we believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes *Holbrook Primary School* a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include: Swimming, visiting Derbyshire, residential trip to Plas-Doly-Moch, Forest School, visits to local places of worship, walks around the local area, AT7 Centre, Coombe Abbey, Kenilworth Castle, Hatton Village, Twycross Zoo, Warwick Castle, Lunt Roman Fort, Ash End Farm, Father Christmas visit, Bourton on the Water and Soft Play

Improvements in their ability to cope with change and novelty

- Increased critical curiosity and resilience
- Opportunities for meaning making, creativity, developing learning relationships and practising strategic awareness
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other)
- Improved achievement and attainment across a range of curricular subjects. Students are active participants not passive consumers and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts.
- Greater sense of personal responsibility
- Possibilities for genuine team working including enhanced communication skills
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## Application

Any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

*Holbrook Primary School* adopts Coventry City Council's **Policy for the Management of Visits, Trips and Learning Outside the Classroom** (currently dated October 2011 and available via the EVOLVE homepage. EVOLVE is the web based notification, approval, monitoring and communication system, used by Coventry City Council, to which all staff have access.).

All staff are required to plan and execute visits in line with Coventry City Council's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at *Holbrook Primary School*.

## Types of visit

There are three types of visit, for each of which the approval process is slightly different:

1. staff using the local area to deliver lessons
2. other visits within the UK excluding adventurous activities
3. Any visit involving adventure activities and / or involving travel abroad

## Roles and responsibilities

### Visit leaders

Visit Leaders are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process. Staff must make appropriate checks of any third party providers. Staff are advised to obtain outline permission for a visit, from the head teacher, before beginning to plan and certainly before making any commitments.

### The EVC

The EVC for Holbrook Primary School is Daniel Connolly. He will support and challenge colleagues over visits and learning outside the classroom. He is the first point of call for advice on visit related matters. He will check final visit plans and risk assessments on EVOLVE before submitting them to the head who is also EVC Trained.

**The Head teacher** has responsibility for monitoring and final approval of all visits.

**The Governors** receive regular reports about extra-curricular activities and trips that support learning outside the classroom. Governors value the crucial role that these play in extending learning and experiences for the pupils of *Holbrook Primary School*.

## Staff Competence

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An 'apprenticeship' system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.

- Knowledge of the children, the venue and the activities to be undertaken

## Visit Planning and approval

The internal school approval process is as follows for each type of visit:

In the first instance: All trips must be reported to the school office initially and a trip form completed allowing the office to cost the trip including coaches and set up the payment process for the individual trip. ( Now using parent pay) This should be completed and handed to the office at least six weeks before the trip is to occur.

1. Local area visits follow the educational visits policy and are recorded on EVOLVE. This means that we have an accurate record of all trips that have taken place through each school year.
2. Visits within the UK excluding adventure activities – these are put on EVOLVE and approved internally by EVC Co-Ordinator- Daniel Connolly. The Head Teacher has an overview of these trips and the EVC will collaborate with the Head teacher if there are any concerns. Visits should be submitted to the EVC via EVOLVE at least two weeks in advance.
3. Visits involving adventure activities must be put on EVOLVE and submitted to the EVC at least 30 days in advance. The school is required to submit these for Local Authority Approval 28 days in advance. Visit leaders must check if an activity provider holds either an AALA licence ([http://www.aals.org.uk/aals/provider\\_search.php](http://www.aals.org.uk/aals/provider_search.php)) or an LOTC quality badge (<http://www.lotcqualitybadge.org.uk/search>). If they don't then they must complete a Provider Questionnaire (National Guidance document 8p)
4. Visits abroad require detailed planning that commences well in advance of the trip and the head must be kept up to date with progress. Checks must be made on any third party providers and permission from the head teacher must be obtained to use them before any deposits are paid. Third party providers who hold the LOTC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire (National Guidance document 8p), which visit leaders should scrutinise. Governors will be kept informed through reports at governor meetings to ensure all are up to date with trips that are classed as more complex. (SAGED)  
The head will need to submit final plans to the Local Authority 28 days before the departure date.

**All trips should be evaluated on the EVOLVE system.**

## Emergency procedures

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance will be sought from the local authority.

## The Visit Leaders job list

The visit leader will ensure all the following steps are completed for any type of visit:

- Gain outline approval from the head to begin planning the visit and agree funding mechanism / charging policy.
- Ensure the visit:
  - has clear learning outcomes
  - has activities appropriate to the group
  - is planned to maximise benefits to the children while managing significant risks
  - is appropriately staffed
  - complies with the school's safeguarding policy
- Involve children in the planning of the visit, and how it will be managed, wherever possible.
- **Pre-visit**

In order to undertake a full and comprehensive assessment of risks, a pre-visit is essential; even where the visit is made regularly, risks should be re-assessed from time to time. It is the responsibility of the visit leader to carry out a pre-visit.

At Holbrook Primary School we follow Local Authority Guidance on minimum staff/pupil ratios for Type A visits; in the case of Type B visits, these ratios are mandatory:

- Nursery 1 : 2 -3 (minimum of 2 staff)
- Reception 1 : 3-6
- KS1 1 : 6-10
- KS2 1 :10-12

National Guidance suggests: School years 1 - 3, 1:6 School years 4 - 6, 1:10/15

- In all cases one adult included in the above ratios must be a teacher. It must be stressed that these are minimum ratios and that visit leaders must consider the following factors when deciding on the final adult/child ratio: SEN and medical needs; type of activities to be undertaken; experience and competence of all adults accompanying the visit; duration of the visit; competence and behavioural history of the group of children.

## **Volunteers**

At Holbrook Primary School, we are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will normally be people well-known to the school as either parents or governors

Volunteers will be told that they have the responsibility to follow the instructions of the visit leader and that the visit leader retains overall responsibility.

The school will appoint volunteer helpers as far in advance of the visit as practical and will provide opportunities for those volunteers to meet the pupils, for whom they will have responsibility, learning their names and getting to know them

The school retains the right to make the final decision as to which volunteers accompany a visit as not all volunteers may be suitable.

The visit leader is responsible for ensuring that each volunteer knows precisely what their role is and understands that they have a responsibility to carry out that role and that they have read and signed the Volunteer's policy stating that they have understood this.

Where children are organised in small groups, a child will not generally be placed in a group for which his/her parent is responsible.

All volunteers accompanying a residential visit will be required to obtain a DBS certificate.

## **Transport**

Parents will always be informed as to the type of transport being provided for an educational visit.

The school will only use hired transport approved by the LA. Seat belts must be provided on all seats and it is school policy that each child will wear a seatbelt whilst travelling on a school visit. The visit leader is responsible for the conduct and behaviour of the children whilst they are travelling. The school must ensure that there is sufficient supervisory staff to ensure the health, safety and welfare of the children whilst travelling.

Public transport will only be used in exceptional circumstances. An increased adult/pupil ratio must be considered and close supervision of the children must be ensured.

Private cars will only be used in exceptional circumstances. When it is used, the school will ensure that each driver has:

Valid driving licence

Vehicle road fund licence and MOT certificate

Vehicle insurance valid for carrying passengers on a school off-site visit.

Volunteers will be asked to sign a declaration that all these requirements are in place.

Where teachers offer to use their own vehicles for transporting children, they must ensure they have appropriate insurance cover for conveying pupils during the course of their professional duties. The school will not reimburse parents or teachers for the use of their vehicles as this will invalidate insurance cover unless the vehicle is specifically insured as a taxi.

The teacher and driver (if school member of staff) are both responsible for head counts of children on board the minibus.

- Ensure the LA procedures are followed and that the visit plan is recorded on EVOLVE

**Pre-trip meeting**

- Ensure all other staff, accompanying adults and children are:
  - fully briefed about their roles and responsibilities during the visit
  - know what to do in the event of an emergency
  - are given information they need about individual pupil needs.
  - **Have accurate lists of children that are on the trip and with which group leader.**
  - **Have accurate lists of children travelling on which coach and with which adult and that these children travel on the correct coach for all linked journeys.**

Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.

- Ensure the base contact back at school is fully briefed and has copies of all relevant information.

**Evaluating, Monitoring and Review**

It is the responsibility of the trip leader to evaluate the success of the educational visit and to record any 'near misses'. These records need to be kept for 21 years and where a child has special educational needs, 26 years.

**Minimising the possibility of a child being lost on an educational visit**

The teacher in charge of the visit will have an accurate list of all the children on the visit. All children will be counted frequently during the visit, especially when they are regrouping after a visit to the toilets or a shop etc. Depending on the nature of the visit, group leaders will also take responsibility for ensuring that their group is accounted for. Children should also be encouraged to take responsibility for each other and notice if someone is missing.

**Only children present at the start of the trip will be allowed to attend the visit. If they are not present when the group leave school, they will not attend the trip.**

**Procedure for missing child on educational visit:**

As part of the pre-trip briefing, all children should be informed of a meeting point appropriate to the trip and that they must go there and stay there and an adult will come and locate them. They should not wander around but stay at this point.

Assemble all of the group together at the nearest and safest place.

Call register (each group leader) to ensure the child is not in the wrong group.

Establish the time/place the child was seen or did anyone see the child leave the group.

Divide the adults, majority to stay with the class, 2 search for the lost child if he/she was seen at a nearby space.

Inform the management of the establishment/phone police and follow their advice/phone school to inform parents.

**Parental Consent**

The school obtains blanket consent, for all local, non-residential visits, at the start of each year. Information should be sent home providing parents with information about visits and include a request for information on any changes in their child's medical details.

For residential visits, visits extending beyond the school day or visits out of the City specific consent should be requested *the EDVIS forms*.

**Inclusion**

All pupils should be included on trips and where required, reasonable adjustments made to allow them participation within the learning outside of the classroom experience. A reasonable adjustment could be increased adult ratio or the invite of the parent on the trip if this is deemed appropriate. This is in line with the Equalities Act 2010. For a child to be excluded from a trip, clear documentation would be required to support this decision, showing that the risk cannot be supported and should only happen in exceptional circumstances. Parents should be informed of this decision and it should be recorded that parents were informed and understood the reasons for this decision.

**Charging / funding for trips**

Voluntary contributions will be requested from parents / carers. The cost of each trip will be individual to that trip and based on the total costings divided by the number of pupils attending. Families will not be expected to pay more to cover for those families who do not pay. Where there is a shortfall, monies from the charities account will support the trip. Profits will not be made from trips.

**Transport**

If the school uses the network or LA minibuses, only those staff who have received mini bus training will drive them and their details will be held on file by the school business manager. If a named driver receives a fine or endorsement for a driving offence, they must report this to the school business manager also that this can be recorded and appropriate action taken (this could be a further driving lesson from the training provider) to ensure that the driver is insured to drive the minibus with pupils aboard.

(This is in accordance with the LA transport policy)

**Use of staff cars to transport pupils** - Staff cars may only be used to transport pupils when the driver has business insurance and a clean driving licence (a record of both of these being checked will be kept by the EVC/ SBM). Any use of private vehicles will be subject to a specific risk assessment.

**Insurance**

Insurance for all trips is covered by Coventry CC insurance.



## Appendix 1



## **Policy for the Management of Visits, Trips and Learning Outside the Classroom**

**In force from 1<sup>st</sup> October 2011**

Revised 11/5/2012 to take account of OEAP National Guidance change and add requirement for Field Studies visits in mountain or moorland to follow the same standards as other adventurous activities.

Revised 20/6/2012 to change EDVIS11 form to National Guidance document 8p and to clarify the three categories of visit and requirements for approval.

Revised 18/12/2013 to take account of EYFS requirements and change terminology from CRB to DBS checks and CLYP to peoples directorate, alter the contact details for Outdoor Education Adviser and update the current insurance details. Lowland leader award added to the qualifications matrix.

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## 1. Provision of Guidance

Coventry City Council **has formally adopted the “*Outdoor Education Advisers’ Panel National Guidance (OEAP NG)*” to replace the “Policy and Guidance for Educational Visits 2007”. This new guidance is available online at:**

[www.oeapng.info](http://www.oeapng.info)

**It is a legal expectation that employees must work within the requirements of their employer’s guidance; therefore employees within the People’s Directorate must follow the requirements of “OEAP National Guidance”, as well as the requirements of this Policy Statement. They are also advised to follow any recommendations contained in OEAP NG.**

**Where another employer (such as the Governing Body of a Voluntary Aided school or Academy) wishes to opt into Coventry City Council guidance and systems, they should produce a policy statement that makes this clear.**

**Where a People’s Directorate employee outsources activity involving visits or Learning Outside the Classroom (LOtC), they must ensure that any commissioned agent has either:**

- 1. adopted Coventry City Council Employer Guidance or**
- 2. have systems and procedures in place where the standards are not less than those required by OEAP NG.**

## 2. Scope and Remit

This guidance applies to all those who have a responsibility for the management of young people, up to the age of 21, including vulnerable adults, taking part in off-site educational activities and visits organised by, and under the control of, representatives of any establishment, under the auspices of Coventry City Council’s People’s Directorate. They also represent strong guidance to the voluntary sector, and also to the organisation of adult activities and visits. However, when voluntary organisations are funded by the City Council these guidelines apply.

**The guidance applies to any activity or visit led by full/part time staff or volunteers acting on behalf of the City Council regardless of whether or not the**

**activities take place within or outside of normal working hours, including weekends and holiday periods.**

Voluntary Aided schools **will maintain the post of Educational Visits Co-ordinator and are strongly advised to work in partnership with the Local Authority and comply with this guidance.**

**Academy Schools may choose to ‘buy in’ to Coventry City Council Guidance and procedures. They should contact the Outdoor Education Adviser to arrange this.**

**For a more expansive explanation of legal expectations see the OEAP NG document: *Underpinning Legal Framework***

### **3. Ensuring Understanding of Basic Requirements**

**As an employer, Coventry City Council is required to ensure that its employees are provided with:**

A. Appropriate guidance relating to visits and LOtC activity.

- **The appropriate guidance for the management of outdoor learning and LOtC in Coventry is the OEAP National Guidance web site.**

B. Training to support the guidance to ensure that it is understood.

- **For those involved in managing and leading visits the relevant training courses are:**

1) Educational Visit Coordinator (EVC) Training – all establishments operating under this policy are required to have a current, Coventry-trained EVC in post.

2) Visit Leader Training – this course is recommended for all those who lead trips or visits **Currently there is no revalidation requirement. However, to ensure that leader competence remains current periodic refresher training is recommended.**

C. Suitable systems and processes to ensure that those trained are kept updated.

- **For the purposes of day-to-day updating of information, EVCs and Visit/Activity Leaders are directed to the periodic EVC updates and notes on the EVOLVE visit notification and approval website:**

**[www.coventryvisits.org.uk](http://www.coventryvisits.org.uk)**

D. Access to advice, support and further training.

- **Where an employee experiences problems with finding the material they are looking for, or require clarification or further help, guidance or bespoke training, they should contact their establishment's Educational Visits Coordinator (EVC), or the Local Authority Outdoor Education Adviser:**

Sarah Atkins

Plas Dol-y-Moch

Maentwrog

Blaenau Ffestiniog

Gwynedd

LL41 3YT

01766 510200

07943520599

**[sarahatkins@plasdolymoch.co.uk](mailto:sarahatkins@plasdolymoch.co.uk)**

## **4. Approval and Notification**

Coventry City Council uses an online system for notification and approval called EVOLVE. A key feature of this system is that visits and LoT activities requiring Local Authority approval are automatically brought to the attention of the Local Authority. Those visits and activities not requiring approval may be viewed, sampled or monitored.

**The Local Authority retains to itself approval for all visits involving adventure activities or overseas travel. Such visits must be submitted to the Local Authority, via EVOLVE, at least 28 days before the departure date.**

**Approval for all other visits is delegated to the establishment head / manager.** Establishment policy should set appropriate deadlines and systems for staff to seek this approval.

It is a requirement that all establishments operating under this policy use the EVOLVE system. For further advice and help on this contact the adviser.

There are three categories of visit:

1. **Local visits with normal everyday hazards (within 20 miles of the school)** – these must be planned, led and approved in accordance with the policy and guidance and establishments are encouraged to record them on EVOLVE but this is not a requirement – establishments may have other ways of recording these. Establishments are encouraged to develop a generic operating procedure/ extended learning environment to cover these visits.
2. **Visits within the UK not involving adventurous activities** – these must be recorded on EVOLVE and approved at establishment level before departure.
3. **Visits outside the UK or visits involving adventure activities** – these must be recorded on EVOLVE and approved at establishment level at least 28 days prior to departure, to allow time for Local Authority approval.

## **5. Risk Management**

**The risk management of an activity/visit should be informed by the benefits to be gained from participating. Coventry City Council strongly recommends a “Risk-Benefit Assessment” approach, whereby the starting point for planning should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained, through participation, provides some objectivity to a decision that any residual risk (i.e. the risks remaining after control measures have been put in place) is “acceptable”. HSE endorse this approach through their “*Principles of Sensible Risk Management*” and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.**

**There is a legal requirement for the risk assessment process to be recorded and for suitable and sufficient control measures to be identified for any significant risks. There is no legal or Coventry City Council requirement to produce this risk assessment record in a particular format, however, a variety of possible formats can be accessed through EVOLVE.**

**EVC training provides a framework for appropriate planning depending on visit complexity. This framework forms a spectrum from local visits, covered by a generic establishment policy, to complex overseas visits requiring detailed preparation and planning.**

#### **6. Emergency Planning and Critical Incidents**

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

**All establishments are required to have an emergency plan in place to deal with a critical incident during a visit. Establishments are advised to test these plans periodically.**

**When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance should be sought from the local authority.**

To activate support from Coventry City Council, the following telephone numbers should be used:

Normal office hours: 02476 831 500

Outside normal office hours: 02476 833 333

**These numbers should be carried by both establishment base contacts and visit leaders, at all times during an off-site activity but should only be used in the case of a genuine emergency.**

When calling you should state that you need support from People's Directorate senior management; say who you are; which school/establishment and give brief details of the incident, the group, the location and a phone number you can be called back on.

**Establishments must inform Coventry City Council Health and Safety section immediately following any serious injury or fatality.**

**Refer to OEAP NG documents and checklists**

#### **7. Monitoring**

**Coventry City Council will undertake sample monitoring of the visits and LOtC activities undertaken by its establishments. While Local Authority officers will undertake some monitoring there is a requirement that all establishments carry out monitoring of their visits. Such monitoring should be in keeping with the recommendations of OEAP NG. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the establishment EVC.**

**Refer to OEAP NG document: *Monitoring***

#### **8. Assessment of Leader Competence**

**It is an expectation of this Policy that all Coventry City Council leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned, in line with the OEAP guidance.**

**When assessing the competence of a prospective Visit / Activity Leader, (or Assistant Leader where they may take sole responsibility for a sub-group) a Head / Manager should make judgements about:**

- The level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability to make dynamic risk management judgements and take charge of any emergencies that may arise.
- The level of knowledge of the group, the staff, the venue and the activities to be undertaken.
- Knowledge and understanding of the LA and establishment procedures



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- In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification may be required (see below).

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff. Establishments should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

### **Establishment led Adventure Activities (including Duke of Edinburgh Award expeditions and Field Studies in Mountain, or Moorland environments):**

Any member of staff leading groups on an adventure activity must be specifically competent. This can be demonstrated either by:

- a. Holding an appropriate National Governing Body (NGB) Award or
- b. Gaining Local Authority leader approval. This may be given to those with proven personal and leadership experience at a comparable standard to the NGB - application should be made to the Outdoor Education Adviser using EVOLVE.

For those supervising young people on walking expeditions (or Field Studies in these environments) the following are the minimum requirements:

<b>Terrain / activity</b>	<b>Minimum qualification</b>
Walking expeditions – lowland / non-remote terrain	Certificate in Basic Expedition Leadership or Lowland Leader Award
Walking expeditions - non-mountainous, hilly or moorland terrain	Walking Group Leader Award (WGL)
Walking expeditions - mountainous terrain	Summer Mountain Leader Award (ML summer)

For advice on appropriate qualifications for other adventure activities contact the Outdoor Education Adviser.

## **9. Role-specific Requirements and Recommendations**

OEAP National Guidance sets out clear and detailed responsibilities and functions of specific roles to be found within Coventry City Council's People's Directorate management structures. It also sets out clear and detailed responsibilities and functions for specific roles to be found within most establishments. Where OEAP NG job roles do not match the organisational structure in a particular establishment the underlying principles should be applied to the roles that do exist.

## **10. Charges for Off-site Activities and Visits**

Heads/Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Refer to OEAP NG document: ***Charges for Off-site Activity***

## **11. Vetting and DBS Checks**

**Adults forming part of the staff team for a visit, who will work *frequently* or *intensively* with, or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check before the visit.**

**For the purposes of this guidance:**

- ***frequently* is defined as "once a week or more";**
- ***intensively* is defined as 4 days or more in a month or overnight.**

**However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.**

**The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.**

**Refer to OEAP NG document: *Vetting and DBS Checks* plus HR recruitment guidance for employees**

## **12. Effective Supervision**

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is “effective”.

Effective supervision should be determined by proper consideration of:

- age (including the developmental age) of the group;
- gender issues;
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- staff competence.

**The EYFS statutory framework** no longer sets out different requirements for minimum ratios during outings from those required on site. Staffing ratios are determined by considerations of the above.

Refer, in particular, to OEAP NG documents: ***Group Management and Supervision*** and ***Ratios and Effective Supervision***

## **13. Early Years Foundation Stage**

**Establishments with EYFS provision must ensure that the requirements of the Statutory Framework are met. Of particular note here are the requirements for a qualified paediatric first aider to accompany any visit and the requirements for staffing qualifications.**

## **14. Checking Providers and Venues**

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Establishment policy should clarify the circumstances where a preliminary visit is a requirement.

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It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- AALA licensing
- LOtC Quality Badge
- Adventuremark

EVCs and Leaders must be aware under what circumstances an AALA licence is a legal requirement, and ensure that in this case only licensed providers are used. Leaders are reminded that the AALA license is an assurance of safety, it does not accredit educational or activity quality.

Coventry City Council takes the view that where a provider holds one of the above accreditations, there should be no need to seek further assurances. Where a provider of activities does not hold one of these accreditations they should be required to complete a Provider Questionnaire (National Guidance document 8p).

### **15. Insurance**

The usual insurance arrangements for public liability and employers' liability insurance will apply to off-site activities and visits as will the personal accident covers where these have been selected as part of the service level agreement. For those establishments that are not covered by the Council's insurance arrangements (e.g. academy schools) you will need to check with your insurers to establish to what extent your policies will operate for these covers.

For those establishments that are covered by the Council's insurance arrangements additional school journey insurance can be purchased through EVOLVE. The system will give you a choice to select the Council's insurance arrangements or to indicate that you have made your own arrangements.

A copy of the summary of cover for the Council's arrangements can be found at Appendix A- Insurance Cover Summary.

Where an establishment arranges their own insurance it is important that you make sure that the cover provided is at least equivalent to that provided by the Council's scheme.

## **16. Inclusion**

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

- The Equality Act 2010 states that the responsible body of a school must not discriminate harass or victimise a pupil (to whom one of the protected characteristics applies Disability; Gender reassignment; Pregnancy and maternity; Race; Religion or belief; Sex and sexual orientation) in the way that it affords the pupil access to a benefit, facility or service or by not affording the pupil access to a benefit, facility or service. There is a duty to make reasonable adjustments.

Refer to OEAP NG document: ***Inclusion***

## **17. Including parents within the staff team**

**All staff and helpers must be competent to carry out their defined roles and responsibilities (see section 8 above).**

Where a member of the leadership team (staff or volunteer) is a parent of, or otherwise in a close relationship to, a young person taking part in the visit they should be made aware of the potential for their relationship to compromise the safety management plan (particularly in the event of an accident). The Visit Leader, EVC and establishment head must be aware of this possibility and ensure it is addressed as part of the Risk-Benefit assessment.

## **18. Transport**

Careful thought must be given to planning transport to support off-site activities and visits.

Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and establishments must follow the specialist guidance provided in Coventry City Council's transport policy.

The level of supervision necessary should be considered as part of the risk management process. Due consideration must be given to issues of driver-distraction when considering the required level of supervision for a specific group of passengers.

The Visit Leader should ensure that coaches and buses are hired from a reputable company.

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures.

## **19. Planning**

Planning should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on establishment procedures and employer guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers.
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

**It is strongly recommended that at a very early stage of the planning process, the staff team identify the benefits and learning outcomes that the activity (or range of activities) might achieve. A record of these outcomes will help keep the plan focussed and also be a vital part of the risk management process in providing some objectivity in a “Risk Benefit Analysis”.**

To reduce bureaucracy and encourage activity, establishments need to take account of the legalities regarding a requirement for formal consent. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed.

**This supports the move towards developing a generic operating procedure, at establishment level, for regular or routine activities. Such a procedure should make it clear how these local visits will be managed.**

The degree of complexity of a particular plan will need to reflect the nature and complexity of the several variables that can impact on any given activity. These variables can be remembered as “**SAGED**”:

- **S**taffing requirements – trained? experienced? competent? ratios?
- **A**ctivity characteristics – specialist? Overnight / accommodation issues? ‘down’ time? near water?
- **G**roup characteristics – prior experience? ability? behaviour? special and medical needs?
- **E**nvironmental conditions – like last time? impact of weather? water levels? Other people?
- **D**istance from support mechanisms in place at the home base – transport? residential?

Refer to OEAP NG documents: ***The Radar*** and ***Planning Basics***

### **20. The Value and Evaluation of LOfC**

The Ofsted report ["\*\*Learning Outside the Classroom – How Far Should You Go?\*\*"](#) (October 2008) makes statements in the strongest terms to support the value of LOfC, including the fact that it raises achievement. Heads, Managers, EVCs and Visit Leaders are strongly recommended to familiarise themselves with the main content of this report.

Of particular note is the finding that *‘even where LOfC is highly valued and provided to a high standard, it is rarely evaluated with sufficient rigour’* – i.e. in the way that classroom learning is evaluated – and a methodology to address this is provided within OEAP NG document: ***Rigorous Evaluation of LOfC***

## Appendix A – Summary of Insurance Cover



### School Activities

Here is a summary of the Cover provided by the School Activities Policy, which is underwritten by Chubb Insurance Company of Europe SE (the Company) through Coventry City Council (Insured)  
Chubb Insurance Company of Europe SE is a European Company incorporated in England and Wales and registered under company number SE13 whose registered address is 106 Fenchurch Street, London EC3M 5NB.  
Authorized and regulated by the Financial Services Authority.

A full copy of the Policy Numbered 64817713 is available on request from Coventry City Council, 3<sup>rd</sup> Floor, Spire House, Coventry CV1 2PW

#### DURATION

The Policy provides cover for children, employees and any authorized adult or child in the event of injury or loss whilst on any trip authorized and organized by the school involving travel outside the designated school boundaries.

Cover operates from the time of leaving the school boundaries until arriving back within the school boundaries for trips of less than one day's duration. For trips of more than one day's duration cover includes travel directly from the Insured Person's home address to the place of official assembly at the commencement of the trip and travel directly from the official place of dispersal to the Insured Person's home address upon completion of the trip.

#### SIGNIFICANT FEATURES AND BENEFITS

**Personal Accident** - £20,000 for Accidental Death, Loss of one or more Limbs, Loss of sight in one or more Eyes, Total loss of Hearing in one or more ears, Total loss of Speech, Permanent Total Disablement and up to £50,000 for Permanent Partial Disablement

**Overseas Medical Expenses** - Unlimited

**Repatriation Expenses** - Unlimited

**Travel Expenses** - Unlimited

**Chubb Assistance** - see details below

**Personal Property** - up to £3,000 (limit £1,000 for any one article)

**Delayed Personal Property (after at least 6 hours)** - purchase of essential clothing or toilet items up to £1,000

**Money** - up to £2,000 for Money (limit £1,000 for coins and/or banknotes)

**Travel Documents** - up to £1,000

**Cancellation, Curtailment Rearrangement and Replacement Expenses** - up to £10,000

**Travel Delay** - Up to £500 per Insured Person where delay in excess of 6 hours caused by strike, breakdown or weather conditions.

**Hi-Jack and Kidnap** - £250 per day up to a maximum period of 50 days

**Personal Liability** - up to £5,000,000

**Overseas Legal Expenses** - up to £50,000

#### SIGNIFICANT EXCLUSIONS - (See General Exclusions and the Specific Exclusions under each section of the Policy document)

Insured Persons engaging in active service with the Armed Forces of any nation, war within the Insured Person's country of permanent residence, Insured Persons over the age of 80, Insured Persons travelling against the advice of a medical practitioner, Suicide or intentionally inflicting self-injury, engaging in flying or other aerial activity except as a passenger, Any in-patient hospital treatment or emergency Repatriation Expenses incurred without the approval of Chubb Assistance. Loss of Personal Property not reported to the police, transport carrier or other authority within 48 hours of discovery.

#### CANCELLATION

The Policy may be cancelled by the Insured by giving the Company 30 days prior written notice. The Policy may be cancelled by the Company by giving the Insured 30 days prior written notice to the last known address of the Insured except that five days prior written notice will be given when cancellation is for non-payment of premium. Notice shall be made via recorded delivery.



# Holbrook Primary School

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## CHUBB ASSISTANCE

Phone	+44 207 895 3364	Email:	medicalassistance@chubb.com
Group Policyholder	Coventry City Council	Policy Number.	64817713

Chubb Assistance is designed to provide children, teachers and other accompanying adults with advice and assistance should they become ill or sustain injury during a journey abroad.

Chubb Assistance is manned 24 hours a day, 365 days a year by multi-lingual assistance coordinators, experienced in managing medical assistance cases with hospitals and clinics worldwide.

Chubb Assistance has the resources to provide repatriation by air ambulance or scheduled services depending on the circumstances and this can include a fully qualified escort.

Chubb Assistance includes a highly qualified team of medical consultants and nursing staff, on hand at any time to coordinate any medical assistance cases, arranging hospital admissions and ensuring that the most appropriate treatment is provided.

Chubb Assistance has the ability to arrange direct billing with a network of hospitals and clinics worldwide, which guarantees the payment for treatment provided.

When using Chubb Assistance please make sure you have the following information available:

- X The name of the Group Policyholder, School and Policy number.
- X The telephone or facsimile number where an Insured Person can be contacted.
- X The Insured Person's address abroad.
- X The nature of the emergency or the assistance required.

### PLEASE REMEMBER

- X The teacher/leader should always carry this Summary and a copy of the E Assistance card with them.
- X Keep a separate record of the telephone and email address.
- X Give details to a travelling friend, relative or colleague just in case they are unable to make the call themselves..
- X Always contact Chubb Assistance before incurring substantial expenses.

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## CLAIMS PROVISIONS

In the event of a claim, the Insured or the Insured Person shall give notice by the most expeditious means to the following address:

**Chubb Insurance Company of Europe SE, 106 Fenchurch Street, London, EC3M 5NB**

Telephone – 020 7956 5000 or E mail - [calukclaims@chubb.com](mailto:calukclaims@chubb.com) confirming the facts in writing, with as much information as possible and quoting the policy number.

## COMPLAINTS PROCEDURES

Any complaint should in the first instance be addressed to the intermediary who arranged the Policy or alternatively contact the Accident & Health Manager. Should the matter not be resolved to your satisfaction, write to the Managing Director of Chubb. They can be contacted at the following address:

Chubb Insurance Company of Europe SE 106 Fenchurch Street London EC3M 5NB

Telephone 020 7956 5000

Should you remain dissatisfied you may have the right to refer the matter to the Financial Ombudsman Service at:

183 Marsh Wall London E14 9SR

Telephone: 0207 964 1000

Alternatively you may contact The Association of British Insurers (ABI) for assistance:

The Association of British Insurers Consumer Information Department 51 Gresham Street, London, EC2V 7HQ

Telephone 0207 600 3333

Following these procedures will not affect your legal rights.

## LAW

The Policy shall be governed by, and construed in accordance with, the law of England and Wales.

## FINANCIAL SERVICES COMPENSATION SCHEME

Chubb subscribes to the Financial Services Compensation Scheme, This provides compensation in case any of its members, in specified circumstances, are unable to meet any valid claims under their policies. The first £2,000 of a claim is protected in full. Above this threshold, 90% of the remainder of the claim will be met (100% if the insurance is legally compulsory). Compensation will only be available to commercial customers in limited circumstances. Further information can be obtained from Chubb at the address above, or from the Financial Services Compensation Scheme at the following address:

Financial Services Compensation Scheme, 7<sup>th</sup> Floor, Lloyds Chambers,

1 Portsoken Street,

London E1 8BN

Tel: 020 7892 7300

## Appendix 2 Emergency procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager.
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
4. Both the visit leader(s) and the base contact know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability; involves serious injury or fatality or where it is likely to attract media attention.
5. The National Guidance role specific emergency action cards are carried by:
  - a. The visit leader
  - b. The first point of contact (eg the office receptionist)
  - c. The designated base contact senior manager
6. This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders

# Holbrook Primary School

Dear All

In light of the terrorist attack this week, below are some thoughts to consider for visits and trips

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. To provide some perspective, the UK government identifies five levels of threat - from 'low' to 'critical'. Since 2006, when the levels were first published, it has never been below 'substantial' - the middle level.

When planning any off-site visit consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack.

It is sensible to:

- Be aware of the latest news relating to your destination
  - In the UK, know the current threat level (available at: <https://www.mi5.gov.uk/threat-levels>). We all know from the news this week it has been raised to critical level but there is no instruction not to travel, but to be vigilant.
  - When travelling abroad check the FCO website [www.fco.gov.uk](http://www.fco.gov.uk) in the early stages of visit planning, at regular intervals and immediately prior to leaving.
  - Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.
- When visiting a major city, venue or event, where the risk of attack may be greater, consider within your planning:
- Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
  - How to minimise waiting time at busy transport venues.
  - How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
  - The possibility of an enforced overnight stay and what this might entail - for example do you need a reserve of any critical medication?
  - How the leadership team might manage an enforced group split.

Ensure pupils are briefed about what to do in an emergency.

During the visit:

- Be vigilant and aware of your surroundings - know where the exits are and where you would run to.
- When staying at any place for more than 30 minutes identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers (see point 2 in 'recognizing the terrorist threat': <http://tinyurl.com/pp4fxmu>)

Another useful source of information is the website of the National CounterTerrorism Security Office:

<https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>

If this link doesn't work, try <http://tinyurl.com/o5qjkvs>.

I hope this helps with your thought processes and I am happy to discuss anything further with you.

Kind Regards

Sarah

# Holbrook Primary School

## **STAY SAFE**

Firearms and Weapons attacks are rare in the UK. The 'STAY SAFE' principles tell you some simple actions to consider at an incident and the information that armed officers may need in the event of a weapons or firearm attack:

### **3.1 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

### **3.2 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
- Be quiet, silence your phone and turn off vibrate
- Lock / barricade yourself in
- Move away from the door

### **3.3 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

## **ARMED POLICE RESPONSE**

- Follow officers instructions
- Remain calm
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat
- Keep your hands in view

## **OFFICERS MAY**

- Point guns at you
- Treat you firmly
- Question you
- Be unable to distinguish you from the attacker
- Officers will evacuate you when it is safe to do so

## **You must STAY SAFE**

- What are your plans if there were an incident?
- What are the local plans? e.g. personal emergency evacuation plan

Appendix 3

# HOLBROOK PRIMARY SCHOOL – SCHOOL VISITS BOOKING FORM

**Please complete and return to office (6 weeks before planned date)**

<u>Date Submitted to Office:</u>	<i>Name of Party Leader:</i>		
<b>Mobile Number of Party Leader:</b>			
<u>Accompanying Staff/and or Parents:</u> (Names)			
<b>Visit To:</b>			
<b>Venue:</b>			
<b>Additional Requirements</b>		<b>Packed Lunches Required?</b> Yes/No	
<b>Is an appropriately qualified First Aider accompanying this trip?</b>		<b>YES/NO</b>	
<b>Do you wish to take out the City Council's Travel Insurance?</b>		<b>YES/NO</b>	

<b>Date Of Visit:</b>	
-----------------------	--

<b>Departure Time from School:</b>		<b>Arrival Time back in School:</b>	
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<b>Number of Pupils:</b>		<b>Total Number of Adults:</b>	
--------------------------	--	--------------------------------	--

<b>Year Group/Class:</b>		<b>Age Range:</b>		<b>Males:</b>		<b>Females:</b>	
<b>Purpose of Visit:</b>							
<b>Intended Outcome of Visit:</b>							
<b>Visit Itinerary:</b>							

<b>TRAVEL ARRANGEMENTS</b>	<b>SELF DRIVE MINI BUS HOLBROOK OWN</b>	<b>SELF DRIVE MINI BUS EXTERNAL HIRE</b>	<b>PRIVATE HIRE COACH COMPANY</b>	
<b>Designated Driver(1)</b>			<b>Number Of Coaches:</b>	<b>Cost:</b>
<b>Designated Driver (2)</b>				

<b>WALK</b>		<b>PUBLIC TRANSPORT</b>		<b>TAXI</b>		<b>CAR</b>	
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<b>If Visit is Abroad:</b>	<b>Aeroplane</b>		<b>Ferry</b>		<b>Train</b>		<b>Le Shuttle</b>	
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# Holbrook Primary School

<b>Type of Visit:</b>	
Is this an on-site activity?	<input type="checkbox"/>
Is this a joint visit/activity involving participants from another establishment?	<input type="checkbox"/>
Is this a Residential visit/activity?	<input type="checkbox"/>
Will this visit/activity include an Adventurous Activity Led by an External provider or Coventry Centre?	<input type="checkbox"/>
Will this visit/activity include an Adventurous Activity led by a member of Holbrook School Staff?	<input type="checkbox"/>
Has a Risk Assessment been completed by Party Leader and Authorised by Ed Vis Co-Ordinator ?	<input type="checkbox"/>

<b>Letter to Parents with reply slip:</b>	<b>YES/NO</b>	<b>Disclaimer/Specific Consent needed</b>	<b>YES/NO</b>
		<b>(hazardous/ some out of city only)</b>	
<b>Authorised By Head Teacher:</b>			
<b>YES/NO</b>			
<b>Signed</b>		<b>: Date:</b>	

<b>EXPENDITURE: For Office Use Only</b>				
Venue	+ Transport	+ Additional Requirements	= TOTAL	÷ No of children Cost Per Child:

<b>Action taken by Office : Please tick</b>					
Visit Booked	Coaches Booked	P/L Booked	Evolve Completed	Risk Assessment Uploaded	
<b>Date:</b>			<b>Signed:</b>		

## PROFIT AND LOSS (For Office Use Only)

INCOME COLLECTED	CLASS: a)	£
	b)	
	c)	
	<b>TOTAL</b>	

<b>EXPENDITURE</b>					
COST CENTRE	LEDGER CODE	ITEM	ORDER NUMBER	INVOICE NUMBER	AMOUNT
				<b>TOTAL</b>	

<b>OUTCOME</b>	
<b>TOTAL INCOME</b>	
<b>TOTAL EXPENDITURE</b>	
<b>PROFIT/LOSS</b>	



**Holbrook Primary School**  
**The Way We Do It!**  
**Procedures for Volunteer Helpers**  
**Reviewed Sept 2016**



**At Holbrook:**

**Introduction**

We want our school to be open and welcoming to all who would like to support the children. We also want to encourage parents and other adults to help teachers in a variety of ways. However, our overriding concern is for the safety of the children in our care. This document sets out our school's procedures, which is to ensure that the children benefit from as much help and support as possible, and are provided at the same time with the best possible security.

The school has a variety of adults working on the premises at any one time. They can be categorised as follows:

Paid full or part-time staff working in the school:

- Teachers
- Teaching assistants
- Learning mentors
- Nursery nurse
- Caretaker
- Cleaners
- Dinner supervisors
- School secretaries/office staff
- Sports coaches
- ICT technician
- Peripatetic music teachers
- Trainee teachers
- Local authority consultants and Improvement Advisors
- Health visitors
- Social workers
- Grounds maintenance staff
- Contract workers (e.g. an electrician or heating engineer)
- School Improvement Partner (SIP)
- Visiting teachers

**Volunteer helpers:**

Parents or other adult helpers working alongside teachers and students on work experience or college placements

As part of the Safeguarding Protocols adopted by the school in line with Government and Local Authority advice, the following criteria applies to all placements in the school:

**Pre-18 Placements:**

- Letter/CV of enquiry
- Reference/recommendation required from current school/college/meeting with DHT
- Confirmation of your identification will need to be verified by items such as:
- Passport
- Birth certificate
- Bank statement or similar

The above identification will need to include verification of your address and photo id. Liaison with the pupil's school is essential.

**Adult Placements/Volunteers:**

- DBS check to be completed
- Confirmation of your identification will need to be verified by items such as:  
Passport  
Birth certificate  
Driving licence  
Bank statement or similar
- Risk assessment for non DBS volunteers / work placements

The above identification will need to include verification of your address and photo id. Please submit copies of current/relevant qualifications.

You will be able to start your placement in school once your reference/DBS/verification of your identification has been confirmed. The school will support you with the process of applying for a DBS.

There are a number of policies available on safeguarding. These are available for you to read on our school website. The Deputy Head will share with you a summary of the safeguarding policy.

The Headteacher has the authority not to accept the help of volunteers if he or she believes it will not be in the best interests of the children.

Volunteers will be reminded of the importance of confidentiality in school. They should not discuss individual teachers, other staff, children or their families outside the workplace.

**Deployment of classroom helpers.**

It is the policy of this school that parent helpers do not support in their own child's classroom (unless they are taking part in a school trip or preparing for a performance) as this can be distracting for the child and perhaps place the class teacher in an uncomfortable situation. Helpers will be asked to support in classes in which there is the most need for individual support.

**Job Description**

- Activities you may be asked to undertake during your time in school could include:  
Working with a group of children  
Listening to children read  
Preparing resources  
Photocopying  
Supporting the year group staff  
Assisting with displays

**Our expectations of you:**



## Holbrook Primary School

We expect a commitment from you during your time here to work alongside your year group colleagues, supporting the children as you are directed and at the specified time and days of work.

Any information you do hear about any child/adult in school should be treated as extremely confidential. However, if you find out information about a pupil which might be important or relevant to their teacher, please inform them or another member of staff if necessary.

We would appreciate it if you would come dressed as if you were at work i.e smart, but comfortable clothes and appropriate footwear.

If you are unable to attend on any of the days you are expected, please telephone 02476 688947 at 8am when the school telephone lines open, to let the school know. (You may text your class teacher if you wish but please ensure you have followed the above protocol first). Thank you.

### IMPORTANT:

The children may have difficulty in knowing how to behave towards you. Keep a distance between yourself and the children, do not 'socialise' with the children at break times and only discuss appropriate subjects with them. Please use appropriate language for the age of the children here.

Do not leave yourself open to 'accusations', by making sure that you are not alone with a pupil at any time and DO NOT swap contact numbers or email addresses with any of the children, even if you know them. Do not engage in online networking forums with pupils or parents. This is to protect you.

Thank you for offering to spend time at Holbrook. If you are unsure about anything just ask. The Volunteer and Placement Co-Ordinator is Michelle Harris.

# Holbrook Primary School

## APPENDIX 1

### Holbrook Primary School

#### VOLUNTEER INFORMATION SHEET – FOR NEW VOLUNTEERS

Name of Volunteer: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Other names known by (including maiden names): \_\_\_\_\_

Address: \_\_\_\_\_

Previous address if less than five years

\_\_\_\_\_

Phone: \_\_\_\_\_

What skills / areas would you like to help with in school?

Are there any particular age groups / classes you would like to work with?

Do you have any disabilities / other needs we need to take into account when working as a Volunteer in school? *(please give details)*

Thank you for taking time to complete this Volunteer Information Sheet.  
*Please hand it to the Deputy Headteacher*

*(This information may be included in a letter of application instead)*

**APPENDIX 2**

**Holbrook Primary School**

**VOLUNTEER Agreement**

Thank you for offering your services to Holbrook Primary School. Your offer of help is gratefully appreciated.

I have received, read and understand the School's volunteer Policy.

I understand and will treat any information that I learn from being a volunteer in school as confidential.

I understand that to be a volunteer in school, I must bring in photo documentation to prove my identity and address.

I understand that for occasional volunteering, I must follow the risk assessment to the letter.

I understand that for regular volunteering, I must complete and undergo a DBS check to advise the school as to my suitability to be a volunteer.

Having read all of the above, please sign the following agreeing to the terms and conditions.

Signed \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Holbrook Primary School

## Holbrook Primary School

### Off-Site visits Volunteer Agreement

- School trips are an integral part of our school life and offer children opportunities that are outside of their normal experiences.
- We welcome volunteer support and believe that this is an important role in the success and safety of school trips.

#### Role of the Volunteer

- To be responsible and look after all children in the given group.
- To stay with your allocated group of children at all times, ensuring that their well-being and safety is maintained for the duration of the trip.
- To promote polite, respectful and courteous behaviour towards each other and members of the general public, we are all ambassadors of our school!
- To ensure that your group stays with and keeps up with the school party at all times.
- To contact the class teacher / member of staff if there are any issues with first aid or behaviour.
- Working alongside school staff.

#### School staff expect volunteers to:

- Comply with all of the above whilst being under the direct line management of school staff.
- Show a commitment to their group, an interest in the focus of the visit and assist children's learning by helping them to read signs / labels/ information, asking questions that encourage children to think about the task and help to explain areas of misunderstanding.
- Follow guidance from the school staff.

#### Volunteers should not:

- Bring other siblings on the school trip
- Re-organise groups on a school visit
- Take photographs of children
- Buy their group items other than those instructed to buy by the visit group leader.

#### First Aid

- You will be informed of any medical needs of children in your group.

#### Emergencies

- You are expected to inform a member of staff immediately of any emergencies.
- If you become separated from the rest of the group, you must telephone one of the staff on the trip or contact school immediately.

**I have read and understand the above policy fully**

**I will support the young people in enjoying the trip and actively contribute to the smooth running of the trip**

**I will treat any information I may hear about children as confidential and will not discuss any information**

☐☐☐

## Holbrook Primary School

**If there is a safeguarding issue, I will report this to the trip leader immediately, who will then inform the safeguarding lead in school**

☐

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

**Name** \_\_\_\_\_

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