

School Educational Visits Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was adopted on – **February 2022**

This policy was amended – **March 2024**

The policy is to be reviewed by – **March 2026**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office).

The Three Schools' Educational Visits Policy

The Three Schools have formally adopted, through its Governing Body, the following document; ***Buckinghamshire County Council Requirements and Guidance for Off-Site Visits and Related Activities, Linking to National Guidance & EVOLVE Revised:2022/23 (Revised September 2023)***. Further procedures at the Three Schools have been agreed with the Governing Body to ensure that this policy is adhered to.

Aims and purposes of Educational Visits

At the Three Schools we have a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises.

Each year the schools arrange a number of activities that take place off the school sites and/or out of school hours, which support the aims of the Three Schools. The range of activities are outlined in the prospectus of the schools along with the criteria by which pupils are able to access them and the methods by which parents will be notified and asked for their consent.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the schools:

- After-school Clubs - Open to Year Groups as detailed in termly letter to parents
- School Teams - By invitation of teacher responsible
- Regular nearby visits - Organised by Year Groups for all children in year
- Day Visits - Organised by Year Groups for all children in year
- Residential Visits - Open to all pupils in Year 4 and Year 6

Context

We believe that educational visits are an integral part of the entitlement of every pupil 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 the Three Schools supportive and effective learning environments. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- 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. Pupils 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 in a range of contexts. I.e. encouraging pupils to become more risk aware as opposed to risk averse.
- 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 is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, the Three Schools:

1. Adopts the Local Authority's (LA) document: **'Buckinghamshire County Council's Requirements and Guidance for Off-Site Visits and Related Activities Linking to National Guidance & EVOLVE Revised: 2022/23** in Evolve resources. (All staff have access to this via EVOLVE.)
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA)
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and carry out visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the Local area or 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. (Enrichment)**
These follow the 'School Learning Area' Operating Procedure (**Appendix 1**).
2. **Other non-residential visits within the UK that do not involve an adventurous activity.**
These are entered on EVOLVE by the visit leader and submitted to the Educational Visits Coordinator (EVC) for checking.
The EVC then submits to one of the Headteacher or Deputy Headteacher for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**
As above, but the Headteacher or Deputy Headteacher authorises and then submits to the LA for approval.

Approval Procedure and Consent

The Headteacher and Deputy Headteacher are the Educational Visits Co-ordinators (EVC) and the Governing Body has approved this appointment. The Governing Body has delegated the consideration and approval of educational visits and other offsite activities to Health and Safety committee and has nominated two governors from the relevant committee as signatories, as necessary, on behalf of the governing body.

Before a visit is advertised to parents one of the Headteacher or Deputy Headteacher, must approve the initial plan. They will also approve the completed plan and risk assessments for the visit at a later date. Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school's accounts.

For out of hours clubs, school teams and nearby visits parents will be asked to sign a general letter of consent (**See Appendix 1B**) for participation in these activities when their son/daughter enters the school and then on an annual basis. Parents will be given the timetable for the activities that pupils are involved in and will be informed by letter or phone call if an activity has to be cancelled. For any visit lasting a day or more parents will be asked to sign a letter, which consents to their son/daughter taking part. The schools have a standard model letter, which should be used for this purpose.

As part of the parents' consent they will be fully informed of the activities and arrangements for the visit. For all residential visit, parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit. The school has separate policies for 'Charging and Remissions' and 'Diversity' which applies to all educational visits.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Headteacher, Deputy Headteacher (EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Mr David May who will support, **mentor** and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Headteacher or Deputy Headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Emergency Contacts for a trip or visit will be either Mr David May or Mr Tristan Thorp. The Emergency Contact should be an appropriately experienced person who fully understands the role. It is essential that contact can be made quickly and easily throughout the duration of the visits (24/7)

The Emergency Contact's responsibilities are:

- To hold details of all the members of the group including staff and volunteers (names, addresses, contact names and telephone numbers etc)
- As point of communications with parents/guardians and group leader (e.g. cascade arrangements related to organisational issues)
- To be available to be contacted following the initiation of the Serious Incident Procedure and be ready to join the County Resilience Team at County Hall
- To be available to act as a link with the group immediately following an incident and until such time as alternative arrangements are agreed and established e.g. Incident Control Centre set up at County Hall

The Headteacher or Deputy Headteacher have responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. Individual governors may request 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is ready to be a visit leader, the Headteacher or Deputy Headteacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Staffing

The schools recognise the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit. Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

Where it is appropriate the schools will ensure that DBS screening is available for volunteer adults assisting with educational activities and visits. The schools do not support additional people accompanying educational visits who are not pupils at the school or part of the agreed staff complement. This may include family members accompanying visits if the governing body is not satisfied that there is an educational benefit for the pupils.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory-visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

Supervision Levels and Staffing Ratios

As highlighted in the **Buckinghamshire Council Requirements and Guidance 2022/2023 (Revised September 2023)**, staffing ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements.

The Early Years Foundation Stage (EYFS) Statutory Framework (updated January 2024) no longer sets out different requirements for minimum ratios during outings from those required on site. **As with other age groups, ratios during outings should be determined by risk assessment**, which should be reviewed before each outing.

The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in early years settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools). It is not unusual for a ratio of 1:1 to be necessary.

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

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

In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Following guidelines from Buckinghamshire County Council, the arrangements shown below are a 'starting point for consideration'. Where there are fewer staff than those shown below, justification would be entered in the notes section on the EVOLVE visit form. Members of staff may be either teachers or support staff. The Headteacher, EVC and Leader agree upon the staffing of the visit taking into account, the venue, time of year and predicted conditions, the age and needs of the pupils, the distance of travel and means of transport, the activities, and the competence of the staff.

PRIMARY AND SECONDARY PUPILS

N.B. The following numbers are a 'starting point for consideration' based on the above criteria

NUMBER OF PUPILS	20 or less	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
DAY VISITS <i>Teacher must be the visit leader</i>	2 members of staff	2 members of staff	2 members of staff	3 members of staff	3 members of staff	4 members of staff	4 members of staff	5 members of staff	5 members of staff
RESIDENTIAL AND OVERSEAS VISITS	1 teacher and 1 member of staff *	2 teachers	2 teachers and 1 member of staff	2 teachers and 1 member of staff (2 members of staff if more than 45 pupils)	2 teachers and 2 members of staff	2 teachers and 3 members of staff	2 teachers and 3 members of staff (4 members of staff if more than 75 pupils)	2 teachers and 4 members of staff	2 teachers and 5 members of staff

*** 2 teachers if an overseas visit**

Emergency procedures

The Three Schools have an emergency plan in place to deal with a serious 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, or 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.

Parental Consent

Consent is not required for activities within the Local area or 'School Learning Area' that are part of the normal curriculum during normal school time. The schools obtain blanket consent at the start of each year for certain other routine activities, e.g. after school fixtures. Parents have the option of consenting online, or through a traditional paper consent form. Specific (i.e. one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents, so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online (ParentMail) or through a traditional paper consent form.

Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. At the Three Schools, we ensure we make reasonable adjustments to avoid participants being placed at a substantial disadvantage. From the outset, it is expected that visit leaders consider the needs of everyone within the group when thinking about an appropriate venue.

The expectations of Pupils and Parents

The schools have a clear code of conduct for school visits based on the schools' 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents, and include the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a temporary exclusion from school.

Exclusion on the grounds of behaviour

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other members of the group, or the leaders. The Equality Act protects people from discrimination and harassment based on the 'protected characteristics. Where a young person has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies.

When a young person is excluded on these grounds, you should consider providing alternative ways of achieving the same learning outcomes.

Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:

- Identifying the issue at the earliest stage of planning.
- Involving all interested parties.
- Establishing a behaviour management plan with agreed action points that may enable inclusion on the visit.
- Establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude.
- Providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues.
- Ensuring that what is expected of staff is reasonable and within their competence.
- Recording this process.

Charging / funding for visits

All school trips and visits are funded through voluntary parental contributions or through Pupil Premium funding to ensure all pupils have an equal opportunity to attend trips and visits. All trips are funded in accordance with ***Bucks Charging and Remissions policy guidance*** and ***National Guidance:3.2c Charging for school activities July 2022 (Appendix 3)*** – These details are shared with parents, especially when requesting voluntary contributions for residential trips.

Transport

School Minibuses – Trips and Visits

Where possible, School minibuses are used for trips and visits to ensure costs are kept to a minimum. All minibus journeys involve pre-use checks, follow the ***Buckinghamshire Council Requirements and Guidance (Regulations and use of vehicles Revised 2018)*** and ***ROSPA Minibus Safety - A Code of Practice (August 2015)*** which reflect National Guidance.

When travelling on a School minibus for trips and visits; the following supervision levels need to be in place;

- 2 members of staff per minibus (1 Driver and 1 Passenger Assistant)
Ratio (2:15) - 2 members of staff to 15 pupils
- 1 Driver (**See ROSPA Minibus Safety - A Code of Practice (August 2015)**
Appendix 2 P.60, 61 and 62 – Advice for Minibus Drivers for additional guidance.
- 1 Passenger Assistant (**See ROSPA Minibus Safety - A Code of Practice (August 2015)**
Appendix 3 P.63 and 64 – Duties of Passenger Assistants for additional guidance.

School Minibuses – School to School travel

School minibuses are used for transport for School to School site (including Wraparound and visits to other Schools sites). All minibus journeys involve pre-use checks, follow the **Bucks Requirements and Guidance (Regulations and use of vehicles Revised 2018) and ROSPA Minibus Safety - A Code of Practice (August 2015)** which reflect National Guidance.

When travelling on a School minibus for School to School; the following supervision levels need to be in place;

- 1 members of staff per minibus (1 Driver)
Ratio (1:16) - 1 members of staff to 16 pupils
- 1 Driver (**See ROSPA Minibus Safety - A Code of Practice (August 2015)**)

Public Transport/Hired Coaches

When travelling on public transport or hired coaches, pupils are supervised at all times and members of staff ensure they monitor behaviour and safety of pupils at all times by positioning themselves at equally spaced positions of the coach (Front, middle and back) to ensure all pupils are supervised. When travelling on public transport/hired coaches for trips and visits; the following supervision levels need to be in place;

- 1 member of staff for every 10 pupils (Passenger Assistants)
Ratio (1:10) – e.g. 3 members of staff to 30 pupils

Insurance

All trips and visits are covered by the LA's insurance for visits.

Emergency Procedures

The schools will appoint a member of the SLT as the emergency school contact for each visit. All major incidents should immediately be relayed to this person, especially those involving injury or that might attract media attention.

The Group Leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contact, including the home contact details of parents/guardians and next-of-kin, as appropriate.

- The Group Leader will take with them a copy of the Buckinghamshire Emergency Response Flowchart (**See Appendix 2C**)
- All incidents and accidents occurring on a visit will be reported back through the school systems.
- The schools will have emergency funding available to support the Group Leader in an emergency.
- 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 at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s 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.
6. For visits that take place outside the School Learning Area, the visit leader will carry an Emergency Card
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Evaluation

All visits will be evaluated by the Group Leader with the EVC. A short evaluation report will be made available for the Governing Body.

The EVC will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result. The Group Leader is responsible for presenting a financial account for the visit which will be audited as part of the schools' procedures.

Appendix 1 – School Learning Area Operating Procedures (Ad-hoc and very local visits)

School Learning Area Operating Procedures (Ad-hoc and very local visits)

General

- Parental consent for all visits in the local area/‘School Learning Area’ are completed annually (See Appendix 1B)
- Visits/activities within the ‘School Learning Area’ that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- Do **not** require parental consent
- Do **not** normally need additional risk assessments/notes (other than following the Operating Procedure below).
- Do **not** need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area includes, but is not limited to, the following frequently used venues:
e.g.

- Forest School (Swanbourne – Within the boundary marked by teachers)
- Local village Shops/Post Office (Swanbourne)
- Swanbourne House School (Swimming and Sports Days)
- Local village (Drayton Parslow, Mursley and Swanbourne) – Traffic Surveys/Road Safety
- Local Churches (Swanbourne, Drayton Parslow and Mursley)
- Local Village Halls – PE lessons, drama performances or workshops (Drayton Parslow and Mursley)
- Local village sports grounds/pitches (Mursley Astro-Turf)
- Sporting activities at local schools (Football matches, Sporting competitions)

Operating Procedure for School Learning Area (Generic Risk Assessment for routine activities)

The following are potentially significant issues/hazards within our School Learning Area:

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

These are managed by a combination of the following:

- The Headteacher/SLT must give verbal approval before a group leaves.
- A current list of staff approved to lead in this setting is maintained by the EVC and office.
- The concept and Operating Procedure of the ‘School Learning Area’ is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any ‘no go areas’, and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in ‘buddy’ pairs as a minimum.
- Pupils’ clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles, First aid kit)

**Appendix 1B – Annual Consent form for School Learning Area opportunities
(Ad-hoc and very local visits)**

Child's name: Year:

Annual Consent Form

Will be completed again at the start of each academic year

Local off Site Visits

I understand that my child may leave the school premises for local visits as outlined in the school prospectus and hereby give consent for them to participate in such visits. I understand that I will be informed separately by letter and when further consent will be required from me.

Signed: Date:

Medical Treatment

I agree to my son/daughter receiving medication as instructed and any urgent dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

I undertake to inform the ~~headteacher~~/party leader as soon as possible of any change in the medical circumstances of my child, after the date below.

Does your child suffer from any conditions requiring medical treatment or medication?

No Yes (please give details)

.....
.....

Is your child allergic to any medication or treatment?

No Yes (please give details)

.....
.....

Does your child have any special dietary requirements or allergic to any foods?

No Yes (please give details)

.....
.....

Signed: Date:

Name: (parent/guardian)

Appendix 2 – Emergency Procedures

Emergency Procedures for Educational Trips and Visits

For all Educational Trips and Visits, visit leaders will follow the Emergencies procedures for the Three Schools (See Emergency Procedures for Swanbourne CE School, Mursley CE School or Drayton Parslow Village School)

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 at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority (See Appendix 2B) 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.
6. For visits that take place outside the School Learning Area, the visit leader will carry a Serious Incident Action Card for the Group Leader (See Appendix 2A).
7. This Emergency Procedure (See Appendix 2C) is tested through both desk top exercises and periodic scenario calls from visit leaders.

As shown in the ***Buckinghamshire County Council Requirements and Guidance for Off-Site Visits and Related Activities, Linking to National Guidance & EVOLVE Revised:2022/23 (Revised September 2023)***.

Emergency Procedures

Staff must adhere to their establishment's policy on emergency procedures.

As part of the planning and preparation for all visits, two emergency contacts should be identified on the EVOLVE form. For residential visits where the emergency contact has a home landline number it must be included on the form otherwise enter 'No home landline'.

For visits that take place outside normal establishment hours a Serious Incident Action Card must be with the Visit Leader at all times. An example and copies of an Incident Log and Incident Recording Sheet - which should also be taken on the visit by the Visits Leader – can be found in Evolve 'Resources' under the tab 'Emergency Procedures'.

Note for academies: The LA will work alongside the academy in support of the help provided by the academy and its insurers during the response phase of the emergency. The response and communications during the emergency may be significantly more effective where the visit has been approved on Evolve prior to the visit taking place. Academies are expected to have an emergency plan which clearly identifies the circumstances under which the LA will be asked to support. Even if support is not requested, the LA should be informed of an emergency.

Serious Incident Action Card for the Group Leader

This Action Card covers the following incident scenarios:

- 'Generic' emergency procedures (coach crash, fire, bomb threats, terrorism);
- Death or serious injury of a pupil / adult while on / at a school journey;
- Outbreak of an infectious disease which will curtail the school journey.
- Incident / emergency on a school trip including overseas;

INITIAL ACTIONS

- Summon emergency services if appropriate;
- Provide first aid / prevent further injury;
- Account for all party members including staff;
- Delegate a responsible adult to take care of uninjured members of the party;
- Instruct no-one to talk to media and secure inappropriate use of mobile phones, email and social media (e.g., Facebook, Twitter etc);
- In order that you can be contactable at all times and to enable you to lead and coordinate all necessary actions you should delegate party leadership to the Deputy Leader;
- Keep a log using the Incident Record Sheet to note down:
 - Full and further details of the incident such as what has happened, the exact location of the emergency, and any casualties;
 - all action taken and conversations held;
 - any decisions that have been made;
- Contact the Buckinghamshire Council Duty Resilience Officer on **07738 501318 or +447738 501318 if abroad**, and provide the following information:
 - your name;
 - the name of your school /party;
 - the nature of the emergency;
 - the complete telephone number which we can call you on (including national /area codes etc) any other contact numbers that can be used.

SUBSEQUENT ACTIONS

- You should not make any public statements about the incident without prior agreement of the School and the Council.
- Depending on the circumstances some or all of the following actions may be required:
 - Retain all equipment involved in an accident or incident in an unaltered condition - unless it is required by the police;
 - Begin to make appropriate arrangements for those not injured to return home immediately;
 - Arrange any support for the staff and injured in hospital;
 - Obtain necessary documentation from the medical authorities e.g. death certificates, medical certificates indicating how injured may travel home, and case histories including x-rays;
 - Retain receipts for all expenditure connected with the incident.

Appendix 2B - Emergency Contacts – Buckinghamshire Council

Emergency Contacts – Buckinghamshire Council

Buckinghamshire Council Emergency Number Tel: **01183 589 332**
(Ask for Buckinghamshire Resilience Team)
If unsuccessful call **07738 501 318** (BC Resilience team back-up phone).

Outdoor Educational Advisor - Mike Harwin
Tel: 07890 395 028
Email: mike.harwin@buckinghamshire.gov.uk

County Educational Visits Coordinator - Tracey Erasmus
Tel: 01296 383030
Email: tracey.erasmus@buckinghamshire.gov.uk

Outdoor Learning teacher / specialist provider of onsite LOtC and INSET / Lead for Bucks Outdoor Network and Forest Schools - Julie Lloyd-Evans
Tel: 07561 710590
Email: LearningWithoutWalls@outlook.com

Swimming Adviser - Mandy Carey
Tel: 01296 388222
Email: acarey@ahs.bucks.sch.uk

Website: <http://www.avtp.co.uk/school-swimming/>

All about Plants
(Mapping of plants in your school grounds) - Dr Karen van Oostrum
Tel: 07910 684339
Email: Karenivano@outlook.com

EVOLVE website - www.buckscvisits.org

Health & Safety HR Service Desk
Tel: 01296 382233
Email: h servicedesk@buckinghamshire.gov.uk

Insurance - Rachael Ruddy
Tel: 01296 383197
Email: rachel.ruddy@buckinghamshire.gov.uk

Sue Clowe
Tel: 01296 531168
Email: insurance@buckinghamshire.gov.uk

Transport - Graham Groom
Tel: 07885 622175
Email: graham.groom@buckinghamshire.gov.uk

Resilience Team - Andy Fyfe
Tel: 01296 382937
Email: andy.fyfe@buckinghamshire.gov.uk

Appendix 2C - Buckinghamshire Council LA Emergency Response Flowchart

School Emergency - Contacting Buckinghamshire Council

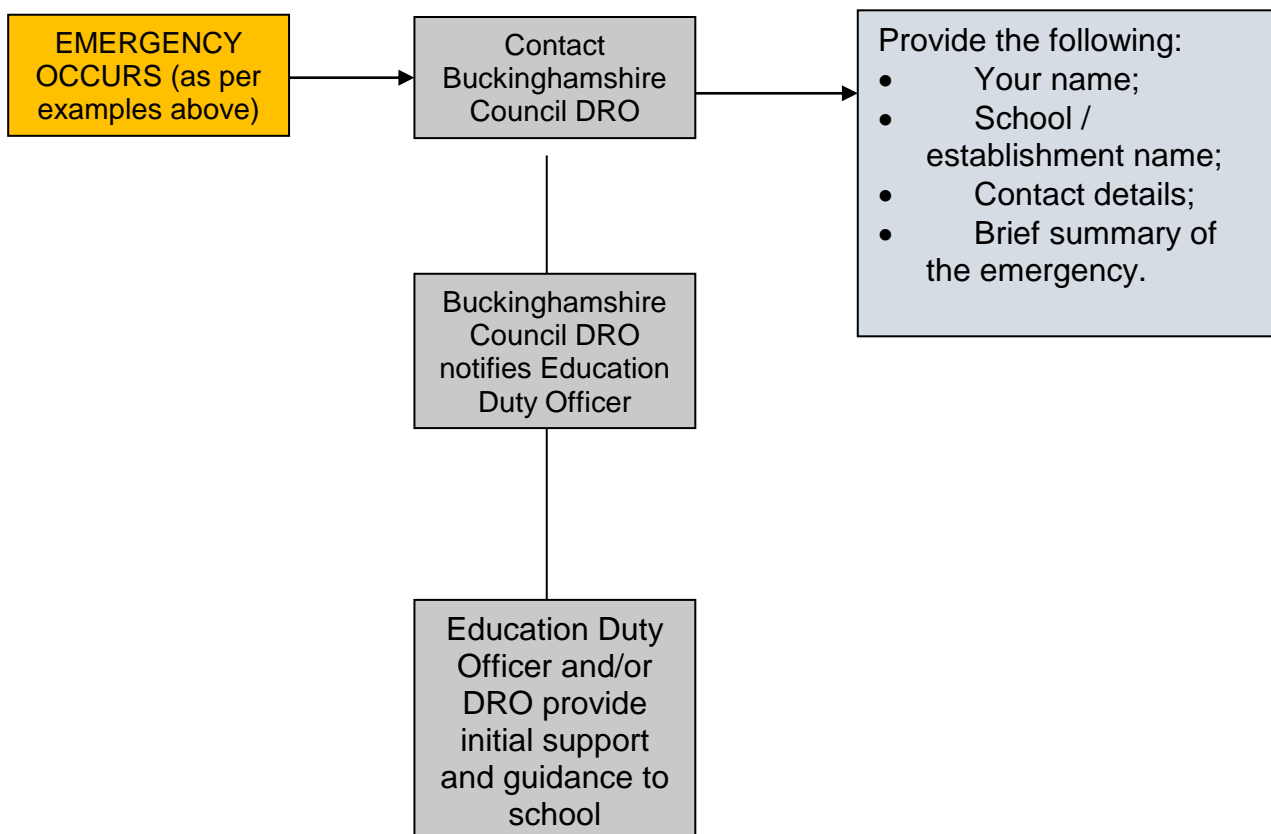
Emergencies may happen at the school, away from the school during off-site activities (including overnight trips) or when involving home-to-school transport. Examples might include:

- An incident involving the emergency services (e.g., road traffic collision, death or serious injury of member of school community).
- An incident that might necessitate the closure of the school (but not weather related - unless the fabric of the school has been significantly damaged, threatening life / limb).
- An incident that is likely to attract adverse media attention.
- Significant injury to member of school on a trip.

Buckinghamshire Council provide a Duty Resilience Officer (DRO) who is a 24hr point of contact for emergency responders and schools. In the event of an emergency the school should contact:

Duty Resilience Officer 07738 501318

The Duty Resilience Officer will be able to provide some basic support and guidance on the emergency and be able to contact the Education Duty Officer. The following flow chart explains the process:



Other Useful phone numbers / information sources:

Function	Contact details	Comments
Council Duty Resilience Officer – EMERGENCIES ONLY	07738 501318	
Buckinghamshire Council Property Service Desk (<i>also out of hours</i>)	01296 383 238	Further information can be found under 'Premises and Property' on Schoolsweb
Buckinghamshire Council Contact Centre	0845 370 8090	For reporting of accidents, incidents, near misses that are not an emergency
SchoolsWeb (<i>also school closure information / mechanism</i>)		Passwords held by individuals. Site maintained by Digital Team and Customer
EVOLVE website		Passwords held by individuals. Maintained by Buckinghamshire Council Educational Visits Adviser

Appendix 3 – National Guidance : 3.2c Charging for school activities (July 2022)



National
Guidance
oeapng.info

Charging for School Activities

Local authorities, maintained schools and academies (including free schools, studio schools and University Technical Colleges) must take account of the law relating to charging for school activities, as set out in sections 449 to 462 of the Education Act 1996.

General Principles

No charges may be made unless the governing body of the school or local authority has drawn up a charging policy giving details of the optional extras or board and lodging that they intend to charge for, and a remissions policy.

Schools and local authorities **must not** charge for:

- education provided during school hours;
- education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;
- transport provided in connection with any educational visit of this type;
- supply teachers to cover for teachers who are away from school on a visit.

It should be noted that 'part of the National Curriculum' is not restricted to learning outside the classroom experiences that are specifically subject based but includes, for example, activities designed to fulfil requirements under the National Curriculum 'inclusion statement'.

Schools and local authorities **may** charge for optional extras, which include:

- education provided outside of school time that is not:
 - a) part of the National Curriculum;
 - b) part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school;
 - c) part of religious education;
- board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those that qualify children for Free School Meals);
- extended day services offered to pupils (e.g., activity clubs).

Schools must inform parents on low incomes and in receipt of relevant benefits of the support available to them when they ask for contributions.

Definition of “School Time” and “Non-school Time”

Where an activity or visit takes place partly during and partly outside normal school hours, the Education Act 1996 prescribes a basis for determining whether the activity is deemed to take place either “in” or “out” of school hours. This depends first on whether the venture is residential or non-residential.

Single Day (Non-Residential) Activities

A non-residential activity is deemed to take place during school hours if 50% or more of the activity occurs during school hours. This includes any travelling time that falls during school hours. School hours do not include the midday break.

Where less than 50% of the activity falls during school hours, the venture is deemed to take place in non-school time. An example might be an activity that requires pupils to leave school an hour or so earlier during the afternoon and which does not end until late in the evening.

Residential Visits

If the number of school sessions taken up by the visit is equal to or greater than 50% of the number of half days spent on the visit, it is deemed to have taken place during school hours (even if some activities take place late in the evening). Whatever the starting and finishing times of the school day, regulations require that the school day is divided into two sessions. A “half day” means any period of twelve hours ending with noon or midnight on any day. A school session is treated as being part of a residential visit when 50% or more of the time allowed for that session at the school is taken up by the visit.

Example 1: Visit during school hours

Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as nine half days including five school sessions, so the visit is deemed to have taken place during school hours.

Example 2: Visit outside school hours

Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as seven half days including three school sessions, so the visit is deemed to have taken place outside school hours.

Voluntary Contributions

The restrictions on charging do not prohibit the local authority or school from seeking voluntary contributions in support of an activity or visit. Such contributions must, however, be genuinely voluntary. Consequently, it must be made clear to parents that there is no obligation to contribute, and students must not be treated differently according to whether their parents have made any contribution. The policy on allocating places for such a visit must be clear at the outset.

It is important to provide written information to parents. This should explain the nature of the proposed activity or visit, the likely value in educational terms and the financial contribution per student which would be required if the activity were to take place. The information should emphasise that there is no obligation to

contribute, and that no student will be excluded because parents are unwilling or unable to contribute. However, it must be made equally clear whether the activity or visit is likely to be cancelled if there are insufficient contributions.

There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus voluntary contributions may be used to subsidise students of lesser means and to pay the travel and accommodation costs of accompanying teachers.

Summary of Permissible Charges

The extent to which charges may be levied is dependent upon the answers to the following questions:

1. Is the activity or visit regarded as a statutory requirement?
2. Is the activity or visit to be held in school time?

If the answer to either question is "yes", the only charges that may be levied relate to the cost of board and lodging. No charges may be levied for either the travel or the educational activities.

If the answer to both questions is "no", the activity or visit is an "optional extra" and the full cost may be levied. However, any charge made in respect of individual pupils must not exceed the actual cost of providing the activity or visit, divided equally by the number of pupils participating. It must not therefore include an element of subsidy for any other pupils wishing to participate whose parents are unwilling or unable to pay the full charge.

Further information

Government guidance on charging for school activities is available at www.gov.uk/government/publications/charging-for-school-activities. This includes details of the benefits which exempt parents from being charged for board and lodging.

