



Teignmouth Primary School

Management of Outdoor Education, Visits and Off-Site Activities

Adopted by Teignmouth Primary School Governors on 25.04.2024

1	Introduction	Error! Bookmark not defined.
2	Responsibilities of Headteacher	Error! Bookmark not defined.
3	Responsibilities of the Educational Visits Co-ordinator	Error! Bookmark not defined.
4	Responsibilities of the Visit Leader	4
5	Responsibilities of additional members of staff taking part in visits and off-site activities	Error! Bookmark not defined.
6	Responsibilities of pupils	Error! Bookmark not defined.
7	Responsibilities of parents	4
8	Risk Assessment	Error! Bookmark not defined.
9	Approval of off-site activities	Error! Bookmark not defined.
10	Safeguarding	7
11	The provision of training and information	8
12	Action in the case of emergency	8
13	Monitoring and review	8
14	Flow chart and SOP Forms	10

This policy was approved by the governing board of Teignmouth Primary School on 25.04.2024

This policy will be reviewed every two years on or before June 2026.

1. Introduction

This policy covers all off-site visits and activities organised through the school and for which the Governing Body and Headteacher are responsible. The Governing Body endorses the Devon County Council /Torbay Council policy document “Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2022” (OEVOSA) as the basis for the school’s policy for the management of visits and off-site activities. The purpose of this policy is to explain *how* the overall OEVOSA policy will be applied in practical terms at a local level, and in particular, the specific roles, responsibilities and arrangements that will apply at TCS Mill Lane. This policy also complements and should be read in conjunction with the school’s Health & Safety and Safeguarding Policies.

2. Responsibilities of the Headteacher

The Headteacher will:

- ensure all visits and off-site activities have specific and appropriate educational objectives
- have overall responsibility for the approval of all visits and activities, based on compliance with the OEVOSA document and recognised good practice, even where this task may have been delegated to another named person
- ensure that all off-site visits, and especially residential visits, are carried out with reference to the School Safeguarding Policy and Staff Code of Conduct
- ensure that there is a suitably experienced and competent Educational Visits Co-ordinator (EVC) to oversee adherence to the OEVOSA policy and that the tasks associated with this role are clearly outlined in this policy
- ensure off-site programmes are led by competent staff who are appropriately experienced to assess the risks, manage the activity and manage the specific group
- provide relevant induction, training and other Continuous Professional Development opportunities for staff involved in the provision of visits and off-site activities
- ensure that for all off-site visits and activities risks have been assessed, the significant findings of these assessments recorded and any appropriate safety measures implemented accordingly

3. Responsibilities of the Educational Visits Co-ordinator

Although holding the ultimate responsibility, the Headteacher has delegated specified tasks to a suitably experienced and competent EVC. The EVC is responsible for carrying out the following agreed tasks and attending the relevant training and update training provided by the Local Authority (LA).

Name of EVC: Jonathan Ball

The functions delegated to the EVC are:

- to be the principal contact with the LA over planned visits
- to establish monitoring systems to ensure that educational visits are undertaken in accordance with OEVOSA and the school specific arrangements named in this policy
- to ensure that the management of visits and off-site activities is informed by an appropriate risk assessment
- to draw up the Standard Operating Procedures for ‘routine and regular’ visits and activities
- to manage and update the Evolve website, including updating staff lists and training records
- to ensure that approval and endorsement arrangements for all visits are in accordance with OEVOSA requirements
- to provide staff with support, advice and information that they need to comply with OEVOSA requirements
- to ensure that leaders and staff have any relevant qualifications and are competent to lead and support particular visits and activities as outlined in OEVOSA
- to ensure that procedures to inform parents and to obtain their consent where necessary are in place
- to ensure that appropriate emergency arrangements are in place for visits and off-site activities

- to review accident and incident reports relating to visits and off-site activities to ensure that any lessons are learnt
- to ensure that any third-party provider / contractor / coach has been vetted for competence in accordance with the requirements of OEVOSA.

4. Responsibilities of the Visit Leader

The Visit Leader will:

- have overall responsibility for the supervision and conduct of the visit or activity
- obtain approval and, where appropriate, LA endorsement (with the support of the EVC) for the visit in line with OEVOSA and the specific arrangements of this policy prior to undertaking the activity
- assess the risks to staff, young people and members of the public presented by the visit or activity in order to identify and implement any safety measures. This process will be undertaken in line with the arrangements described in paragraph 8 of this policy
- carry out specific activities in accordance with the detail of OEVOSA
- use the school planning checklist provided in OEVOSA to ensure all procedures have been followed
- vet any third-party provider / contractor / coach for competence in accordance with the requirements of OEVOSA
- brief all supervising staff, volunteers and pupils in roles, responsibilities and expectations
- inform parents about the visit and gain their consent in accordance with arrangements described in OEVOSA
- establish appropriate emergency and contingency arrangements for the planned visit or activity which will include the identification of sufficient First Aid cover
- continually re-assess risks during the activity and make adjustments accordingly

5. Responsibilities of additional members of staff taking part in visits and off-site activities

Members of staff, volunteers and parent helpers should:

- Assist the Visit Leader to ensure the health, safety and welfare of others including young people on the visit
- Take time to understand their roles and responsibilities whilst taking part in a visit or activity

6. Responsibilities of pupils

Whilst taking part in off-site activities pupils also have responsibilities about which they should be made aware by the Visit Leader or other members of staff, for their own health and safety and that of the group.

Young people should:

- Avoid unnecessary risks
- Follow instructions of the party leader and other members of staff
- Behave sensibly, keeping to any agreed code of conduct
- Inform a member of staff of safety concerns

7. Responsibilities of parents

Parents have an important role in deciding whether any visit or off-site activity is suitable for their child.

Subject to their agreement to the activity parents should:

- support the application of any agreed code of conduct
- inform the party leader about any medical, psychological or physical condition relevant to the visit
- provide an emergency contact number
- Provide consent in accordance with the requirements of OEVOSA

8. Risk Assessment

The school is committed to a wide variety of outdoor activities, many of which will be repeated over each academic year where the risks will be very similar or the same. Therefore, when visits are 'routine and regular' in that they occur repeatedly each academic year, the measures taken to control these risks are listed in the Standard Operating Procedures (SOP) in Appendix A. These are the control measures that will apply to all such visits and off-site activities and have been drawn up by the EVC and will be brought to the attention of anyone undertaking the role of Visit Leader.

In assessing the risks presented by a planned visit or activity, the Visit Leader must judge if the SOPs are adequate for controlling the risks. For each visit/activity, the SOP document will be generated electronically and the Visit Leader will *either* confirm these as adequate for the proposed visit/activity *or* the additional control measures needed will be listed in the final enhanced risk assessment column. The SOP will be attached to the Evolve form for the EVC to approve.

Any pupils that require specific consideration in the enhanced risk assessment section of the SOP will be referred to using their initials. If possible, guidance about specific pupils will direct the reader to a relevant member of staff (Visit leader, class teacher, safeguarding officer etc.) for information. This way, information need only be shared with those accompanying adults who need to know it.

Any visit which is of a type not repeated regularly, plus any activities delivered by school staff falling within the definition of Category B, will have a separate stand-alone risk assessment, as will any overseas Category C visit. This process will be undertaken by the Visit Leader who, whilst being supported by the EVC, will be competent and equipped to complete this task. To meet statutory requirements and to ensure sufficient communication with other staff involved, this risk assessment will be recorded using the Visit Specific risk assessment.

9. Approval of off-site activities

The EVC will be responsible for approving all Category A off-site activities subject to assurances that arrangements are in line with this policy and risks are adequately controlled. This includes approving the Visit Leader for each visit or off-site activity.

The EVC will be responsible for ensuring that all Category B and C off-site activities are subject to assurances that arrangements are in line with this policy and risks are adequately controlled. This includes approving the Visit Leader for each visit or off-site activity.

The final responsibility for approving Category B and C visits will lie with the Headteacher.

There are 3 categories of visit:

Category A:

Non-adventurous visits i.e. visits to local places of worship, farms, public places etc

Non-adventurous residential visits i.e. cultural visits to towns/cities etc

Category B:

Adventurous visits where activities are *delivered* by school staff (i.e. Ten Tors, kayaking etc)

Adventurous day visits led by external providers (i.e. visits to climbing centres, a pony trekking centre etc)

Adventurous residential visits to outdoor centres

Category C:

Visits of all types outside the UK

In line with the requirements of OEVOSA, details of Category B and C visits will be uploaded to the Evolve online system by the EVC to facilitate the approval by the Headteacher ahead of final endorsement by the Local Authority Adviser for Outdoor Education.

The policy of TCS Mill Lane is that Category A visits will be uploaded to the Evolve system to allow Governors, the Headteacher and the EVC to monitor the management of off-site visits.

All Category A visits will require visit-specific permission from parents/carers. Trips that will not extend beyond school office hours (8.00am - 4.00pm) do NOT require SOE3 forms. Medical information should be entered onto the SOP. In the event of an emergency, the Visit Leader will contact the school who will handle matters from there on.

Visits that extend beyond school office hours (8.00am – 4.00pm) DO require SOE3 forms. In the event of an emergency, the Visit Leader will attempt to contact the Emergency Contacts that MUST be carried. However, the Visit Leader needs to be able to contact parents/carers directly if no Emergency Contacts are available – the SOE3 forms will allow this.

Trips to Exeter Road Site:

Trips to Exeter Road are to be treated the same as any other trip; they will be entered onto the Evolve system, parental/carer consent will be sought for each trip and SOE3s will be required if the trip takes place outside of normal office hours.

The Visit Leader should prepare an SOP for the visit.

Trips to the Exeter Road site that extend beyond the school day will need trip-specific consent and an SOP.

Trips that extend beyond office hours will need trip-specific consent, an SOP, SOE3 forms and emergency numbers to be carried by the Visit Leader.

All visits to Exeter Road need to be entered onto Evolve.

PE Trips:

For all PE trips, a trip-specific consent form will be obtained by the Visit Leader. These will contain contact phone numbers, any relevant medical information, permission (or otherwise) for photographs to be taken/used, permission (or otherwise) to walk home after the event and any other relevant information.

PE trips will be entered on the Evolve system as for other trips.

An SOP will be generated for each trip. The Visit Leader must judge if the SOPs are adequate for controlling the risks. For each visit/activity, the SOP document will be generated and the Visit Leader will *either* confirm these as adequate for the proposed visit/activity *or* the additional control measures needed will be listed in the final enhanced risk assessment column. This document will be kept with the permission slips and, in the event of an incident, will be attached to the record of the relevant pupil(s) along with the record of any first aid undertaken on Arbor and the permission slip.

If the trip is to take place out of office hours (8am – 4.00pm) then SOE3 forms must be collected and carried on the trip.

Incidents/Injuries

If an accident, injury or incident of any type occurs on any trip, the details will be entered on Arbor, the permission slip/SOE3 form and a copy of the SOPs for the trip will be uploaded to the relevant pupil(s) record. The Visit Leader will be responsible for providing the relevant documents that they have to administrative staff, who will upload them.

GDPR

All relevant documents relating to any trip will be shredded in line with GDPR guidelines once the trip is complete.

Lone Staff visits

If a trip would not be able to go ahead if more than one member of staff needed to go (e.g. one member of staff taking 4 children to a sports event or High Potential Learner event) then the following needs to be considered: who would take care of the children if the member of staff was incapacitated for any reason?

In practice, this usually mean that this scenario may be judged acceptable if the visit were to a place where there will be other adults who would look after the children in this event – e.g. Exeter Road, a sports event with other schools' staff present etc.

It would not be acceptable if the visit were to a place where the children would be left in danger if the member of staff were to be incapacitated e.g. a park, a beach, a museum etc.

The risk will be assessed by the EVC and the Headteacher before any such visits are authorised.

Residential Visits

Residential trips will be planned by the Visit Leader alongside the EVC. In line with the requirements of OEVOSA, details of Category B and C visits will be uploaded to the Evolve online system by the EVC to facilitate the approval by the Headteacher ahead of final endorsement by the Local Authority Adviser for Outdoor Education.

The school has a policy that no alcohol should be consumed at any time, by any member of staff, whilst on a residential visit.

Staff to Pupil Ratios

These ratios are a **minimum recommendation** and will need to be exceeded on many trips. The SOP document **must** state the staff: pupil ratio and explain any significant differences from these figures.

Children age 6 or older:

Category A visits: 1 member of staff for every 15 children

Category B visits: 1 member of staff for every 15 children

Category C visits: 1 member of staff for every 10 children

EYFS and Year 1:

Category A or category B visits:

Year 1 (aged 6): 1 member of staff for every 15 children

Year 1 (aged 5): 1 member of staff for every 6 children

Reception (aged 4 or 5): 1 member of staff for every 4 children

Nursery (aged 3 or 4): 1 member of staff for every 3 children

Nursery (aged 2): 1 member of staff for every 2 children

10. Safeguarding

The safety and welfare of children is paramount. In the event of a safeguarding issue or concern being identified during the trip or visit, the visit leader should follow the school's child protection/safeguarding policy and procedures. All staff and volunteers on the trip should be made aware of these before the trip or activity takes place. Arrangements should be in place to enable contact with the school's Designated Safeguarding Officer outside normal school hours if necessary. Contact details should be communicated to all staff/volunteers on the trip (as well as the visit leader) in case the safeguarding concern is about the visit leader.

11. The provision of training and information

A copy of this policy, along with the overall OEVOSA document, will be made available to all staff within the school who may be responsible for participating in off-site visits and activities and to any parent requesting a copy. Access will also be made available to the overarching OEVOSA policy, and additional guidance information, via the Devon Education Services website: www.devoneducationservices.co.uk

The Headteacher will ensure that staff leading or participating in visits are competent for the activities involved. When required, specific training will be undertaken and competencies maintained in accordance with the requirements of OEVOSA. This process will be overseen by the Headteacher and the EVC and records of qualifications will be uploaded to the Evolve system.

12. Action in the case of emergency

The Headteacher (Category B and C visits) or the EVC (Category A visits) will ensure that emergency arrangements are in place before approving visits. The Visit Leader will identify these arrangements via a process of risk assessment as described in section 8. Where necessary, this assessment must include the identification of contingency plans. It will also include the identification of sufficient First Aiders, as well as emergency contact details which must include a school contact for outside normal hours if necessary. Any accidents and incidents that occur during off-site visits and activities will be reported and recorded as follows: the Visit Leader (or other staff member present at the incident) will record the incident on Arbor. This will be uploaded onto the pupil/s record, along with a copy of the parental consent for the visit and any other relevant documents (such as an SOE3 form, if completed for the visit).

Accidents and incidents will subsequently be reviewed within the school to identify any learning points.

13. Monitoring and review

The governing body will monitor the application of this policy in operational practice by approval every two years at a local governing board meeting and through the annual cycle of business.

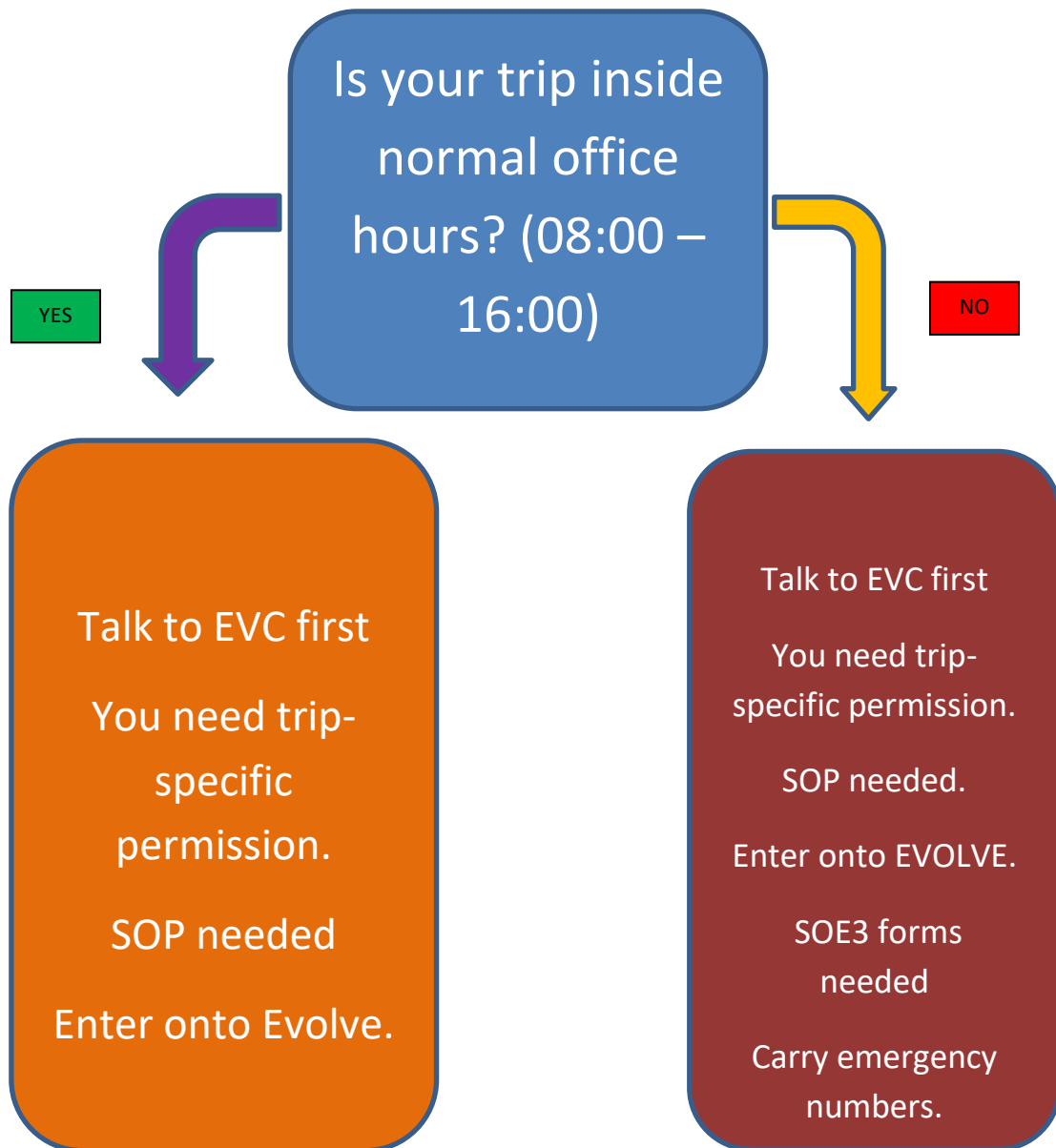
The Governors will review this policy:

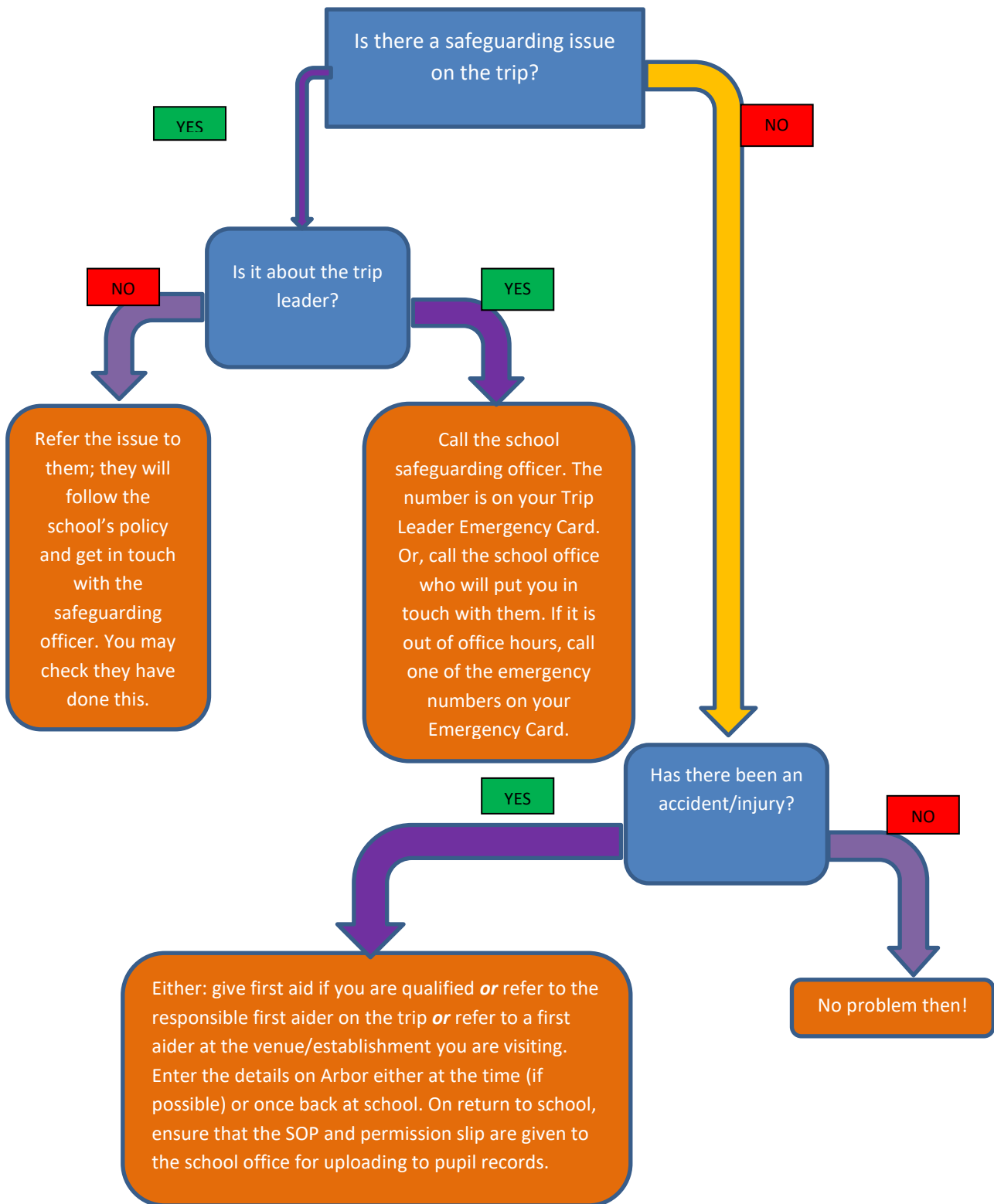
- Every two years
- After any significant changes to the management of outdoor education locally
- After any significant changes to the OEVOSA document
- After an incident

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
November 2018	New policy written to reflect Outdoor Education, Visits and Off -Site Activities Health and Safety Policy (OEVOSA)2018	JB		November 2020
October 2020	Updated to show use of 2020 OEVOSA	JB		October 2022
November 2021	Updated to change wording ('Principal' to 'Headteacher') and to include use	JB`		November 2023

	of Evolve and trip-specific consent forms for <i>all</i> trips, including PE and Exeter Road visits.			
May 2022	Changed template to standard format Changed flowchart	Jonathan Ball		As required and no later than May 2024.
February 2023	Changed references to accident forms to references to Arbor, our new first aid recording system. Changed reference to OEVOSA 2020 to OEVOSA 2022 Changed website address from Babcock to Devon LEA Added SOP forms in Appendix	Jonathan Ball		As required and no later than June 2025
April 2024	Updated flow charts. Approved by governors.	Jonathan Ball		As required and no later than June 2026

Flowcharts to Show Planning Needed for Trips.





Appendix A: SOP forms

USING STANDARD OPERATING PROCEDURES TEMPLATES

The following Standard Operating Procedures (SOPs) are designed to make the risk assessment process more straightforward for 'routine and regular' visits which involve UK residential visits whereupon the school's base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Educational Visits Coordinator has reviewed the generic controls (third column) against the specific aspects of the schools 'routine and regular' base line procedures for this type of visit and activity and amended them accordingly.

The final SOPs document is school-specific and represents the control measures which should be applied by staff for all 'routine and regular' visits. The SOPs forms part of the School's Outdoor Education, Visits and Off-Site Activities Policy document and copies of the school specific SOPs have been uploaded to the 'Establishment Documents' in the resources section of Evolve.

Staff should be regularly briefed in the content and purpose of these SOPs.

The Visit leader should take the most appropriate school specific SOPs and name it and date it for the visit and then judge if the baseline procedures (third column) adequately control the risks.

The Visit leader should where required add any additional comments in the enhanced risk assessment section (fourth column) specific to the visit. For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.



Teignmouth Community School Mill Lane

STANDARD OPERATING PROCEDURES (SOP) DAY VISITS WALKING FROM SCHOOL / ESTABLISHMENT

Name of Visit Leader		Signature	Date of risk assessment:
Proposed Activity / Visit			Date/s of visit/activity:
<p>Risk assessment declaration: <i>The below Standard Operating Procedures are <u>sufficient / insufficient</u> (delete as appropriate) to control the risks presented by the above activity/visit</i></p>			
Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and expected visits when they are relevant.</i>	Enhanced Risk Assessment <i>The Visit Leader should consider if the SOP are adequate for the proposed visit/activity. Where they are not, the additional control measures should be listed below.</i>

		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column
Management arrangements for all visits	Pupils	<ul style="list-style-type: none"> All activities are undertaken in accordance with the general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2022</i>. Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. Visit leader is competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. Group control measures used to supervise pupils will be recorded in the enhanced risk assessment column. One-off specific parental consent is obtained for all visits, PE trips/events and for visits to the Exeter Road site. One-off specific parental consent is obtained for all residential visits and all Category B activities 	Specify the staff/pupils ratio on the trip. Minimums are:
Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers			<p>Children age 6 or older:</p> <p>Category A visits: 1 member of staff for every 15 children</p> <p>EYFS and Year 1:</p> <p>Category A visits:</p> <p>Year 1 (aged 6): 1 member of staff for every 15 children</p> <p>Year 1 (aged 5): 1 member of staff for every 6 children</p> <p>Reception (aged 4 or 5): 1 member of staff for every 4 children</p> <p>Nursery (aged 3 or 4): 1 member of staff for every 3 children</p> <p>Nursery (aged 2): 1 member of staff for every 2 childr</p> <p>Specify any procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured</p>
		<ul style="list-style-type: none"> Arrangements overseen by Educational Visits Coordinator <i>Jonathan Ball</i> who attended training <i>November 2022</i> All Category A visits are evaluated and approved by the EVC. 	

		<ul style="list-style-type: none">• All Category B visits and residential visits are evaluated and approved by the EVC <u>and</u> the Headteacher• Arrangements for Category B and C Visits endorsed by Arrangements for Category B and C Visits endorsed by the Adviser for Outdoor Education.	<p>caps for identification)</p>
--	--	--	---------------------------------

<p>Emergency arrangements</p> <p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>	<p>Pupils and staff</p>	<ul style="list-style-type: none"> • At least one member of staff will be a competent First Aider • Sufficient staffing to allow for dealing with emergencies • Consent process includes specific medical/medicinal information. Any specific medical needs will be considered in an activity specific enhanced risk assessment • First Aid kit and mobile phone carried. • Visit Leader has staff/pupil list for all visits plus parent/guardian contact details if trip will be outside of office hours. • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. Visit timetable, location and staff/pupil list known to this emergency contact • Pupils briefed in what to do should they become separated from the group. 	<p>Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be referred to and do not to be included in full here)</p> <p>SOE3 forms can be referred to and do not need to be included in full here; a summary is all that is needed –</p> <p>e.g. GW has epipen see SOE3</p>
<p>Using external providers</p> <p>incompetent external providers / failure to coordinate supervision with external provider</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the activity specific enhanced risk assessment • Where an external provider controls or determines activities, including accommodation, the SOE5 self-declaration questionnaire will be used to vet this provider unless this provider has the <i>LoTC</i> accreditation • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children 	<p>Specify N/A if none being used</p>

		<ul style="list-style-type: none"> • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, will be briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware 	
<p>Weather</p> <p>Cold, wet, sun exposure.</p>	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared for with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered in an activity specific enhanced risk assessment. • Dynamic risk assessment to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering worn. Suitable breaks out of the sun ensured in the timetable for the day. 	
<p>Travel on foot</p> <p>Vehicle pedestrian conflict / pupils separated and lost in crowds</p>	Staff supervising at front and rear / pupils – especially young pupils / staff leading on road	<ul style="list-style-type: none"> ▪ Pupils briefed on which side of the road to walk on. ▪ Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians ▪ Staff briefed on roles and responsibilities for walking route. 	

	walking routes	<ul style="list-style-type: none"> ▪ Means of communication between staff arranged. ▪ Emergency plan is in place for eventuality of separation of child from group ▪ Coach/minibus disembarkation point chosen to avoid busy traffic routes ▪ Route planned avoid fast roads, blind spots and other hazards. Pavements used wherever possible ▪ Designated crossing points used wherever possible ▪ When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. ▪ Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group ▪ Ongoing dynamic assessment by Visit Leader and/or staff at front of group; controls varied accordingly ▪ Means of identification used to identify members of group quickly in crowded environment ▪ Regular headcounts taken ▪ When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn. 	
<i>Trips to parks/zoos/museums/local venues etc.</i>			
Accident or other incident	Members of party	<ul style="list-style-type: none"> • Ensure contact is available for extra assistance if needed • Mobile phone • First aider and First aid kits • Tissues 	Specify 'N/A' for any risks that do not apply.

<p>Stinging nettles/poisonous berries/fungi</p> <p>Brambles at eye level</p> <p>Uneven ground/concrete steps</p> <p>Animal excreta</p> <p>Broken glass/sharp items/litter</p> <p>Insect bites</p> <p>Exposure to sun</p> <p>High climbing apparatus</p> <p>Pupils running in front of swings</p> <p>Dogs not kept under control by their owners</p> <p>Deep water in pond</p> <p>Weil's disease.</p>		<ul style="list-style-type: none"> • Inhalers for those that require them • Lead adult to check that the play area is safe before entering • Position adults at key areas around the play park and brief them to potential hazards • Stop pupils using the equipment if they are not using it appropriately and present a danger to themselves and others • Pupils and adults briefed about countryside safety and awareness of potential harm e.g. poisonous berries/deep water etc. • Children kept away from known hazardous plants and animals. 	
<p>Risk of collision with venue traffic.</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • Explain to children beforehand that there may be traffic within the venue. 	

Risk of falling after climbing on fences, barriers, walls, pillars, posts, seating, trees etc.	Pupils	<ul style="list-style-type: none"> Set rule beforehand that climbing on anything mentioned is not allowed and supervise children at all times. 	
Risk of drowning in streams, ponds and lakes	Pupils	<ul style="list-style-type: none"> Discuss risk beforehand and ensure children stay behind barriers. Supervise children at all times. 	
Injury from enclosed or free-roaming animals	Pupils, adults	<ul style="list-style-type: none"> Explain zero tolerance regarding climbing barriers prior to trip Supervise children in small groups ensuring no child climbs/jumps on safety barriers, reaches across or puts fingers/hands through bars. Ensure children wash hands after leaving venue. Ensure children are not eating food around animals 	
Injury from escaped animals	Pupils, adults	<ul style="list-style-type: none"> Supervising staff to direct children inside the nearest building/to a safe place as soon as possible 	
Pupil safety within venue	Pupils	<ul style="list-style-type: none"> Brief other adults prior to trip of their responsibilities and general expectations of pupil behaviour Each teacher (if more than one class on a trip) will take responsibility for their own class and allocate adults as appropriate 	

Individuals becoming lost or separated	Pupils	<ul style="list-style-type: none"> • Briefing to pupils prior to trip. • Brief adult helpers of agreed procedure. • Ensure register/list of pupils available (including relevant medical information) • Regular group and whole class head counts • Children to move around venue in small groups with allotted adults. Class teacher to liaise with other adults at regular times throughout the day. 	
Trip, fall or other accident	Pupils	<ul style="list-style-type: none"> • Ensure contact is available to summon extra assistance if required • Take first aid kit 	
Incidents with members of public	Pupils, staff, members of public	<ul style="list-style-type: none"> • Brief pupils about courteous behaviour • Brief pupils about 'stranger danger' • Ensure all adult helpers briefed about role to monitor and control any interactions with members of public 	
Eating food	Pupils, adults	<ul style="list-style-type: none"> • Ensure children wash their hands before eating food and/or on return to school. 	
Pupils needing to go to the toilet	Pupils	<ul style="list-style-type: none"> • Ensure that all pupils have used the toilet before leaving the school premises, as may be no toilets at some venues. • In the event of a pupil desperately needing the toilet then the lead adult to use their discretion about pupils discretely going within the vicinity where there is privacy for the pupil with adult supervision from a short distance 	

--	--	--	--

USING STANDARD OPERATING PROCEDURES TEMPLATES

The following Standard Operating Procedures (SOPs) are designed to make the risk assessment process more straightforward for 'routine and regular' visits which involve UK residential visits whereupon the school's base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Educational Visits Coordinator has reviewed the generic controls (third column) against the specific aspects of the schools 'routine and regular' base line procedures for this type of visit and activity and amended them accordingly.

The final SOPs document is school-specific and represents the control measures which should be applied by staff for all 'routine and regular' visits. The SOPs forms part of the School's Outdoor Education, Visits and Off-Site Activities Policy document and copies of the school specific SOPs have been uploaded to the 'Establishment Documents' in the resources section of Evolve.

Staff should be regularly briefed in the content and purpose of these SOPs.

The Visit leader should take the most appropriate school specific SOPs and name it and date it for the visit and then judge if the baseline procedures (third column) adequately control the risks.

The Visit leader should where required add any additional comments in the enhanced risk assessment section (fourth column) specific to the visit. For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.

USING STANDARD OPERATING PROCEDURES TEMPLATES

The following Standard Operating Procedures (SOPs) are designed to make the risk assessment process more straightforward for 'routine and regular' visits which involve UK residential visits whereupon the school's base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Educational Visits Coordinator has reviewed the generic controls (third column) against the specific aspects of the schools 'routine and regular' base line procedures for this type of visit and activity and amended them accordingly.

The final SOPs document is school-specific and represents the control measures which should be applied by staff for all 'routine and regular' visits. The SOPs forms part of the School's Outdoor Education, Visits and Off-Site Activities Policy document and copies of the school specific SOPs have been uploaded to the 'Establishment Documents' in the resources section of Evolve.

Staff should be regularly briefed in the content and purpose of these SOPs.

The Visit leader should take the most appropriate school specific SOPs and name it and date it for the visit and then judge if the baseline procedures (third column) adequately control the risks.

The Visit leader should where required add any additional comments in the enhanced risk assessment section (fourth column) specific to the visit. For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.



STANDARD OPERATING PROCEDURES (SOP)

DAY VISITS USING TRANSPORT

Name of Visit Leader	Signature	Date of risk assessment:
Proposed Activity / Visit		Date/s of visit/activity:

Risk assessment declaration: The below Standard Operating Procedures are sufficient / insufficient (delete as appropriate) to control the risks presented by the above activity/visit.

Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and regular visits when they are relevant.</i>	Enhanced Risk Assessment <i>The Visit Leader should consider if the SOP are adequate for the proposed visit/activity. Where they are not, the additional control measures should be listed below.</i>
		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column
<p>Management arrangements for all visits</p> <p>Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers</p>	Pupils	<ul style="list-style-type: none"> All activities are undertaken in accordance with general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2022</i>. Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. Visit leader is competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. 	<p style="color: red;">Specify the staff/pupil ratio on the trip.</p> <p style="color: red;">Minimums are:</p> <p>Children age 6 or older: Category A visits: 1 member of staff for every 15 children</p> <p>EYFS and Year 1: Category A visits: Year 1 (aged 6): 1 member of staff for every 15 children Year 1 (aged 5): 1 member of staff for every 6 children</p>

		<ul style="list-style-type: none"> • Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. • Group control measures used to supervise pupils will be recorded in enhanced risk assessment column. • One-off specific parental consent is obtained for all visits, PE trips/events and for visits to the Exeter Road site. • One off specific parental consent is obtained for all residential visits and all Category B activities <ul style="list-style-type: none"> • Arrangements overseen by Educational Visits Coordinator <i>Jonathan Ball</i> who attended training <i>November 2022</i> • All Category A visits are evaluated and approved by the EVC. 	<p>Reception (aged 4 or 5): 1 member of staff for every 4 children</p> <p>Nursery (aged 3 or 4): 1 member of staff for every 3 children</p> <p>Nursery (aged 2): 1 member of staff for every 2 children</p> <p>Specify any procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)</p>
--	--	--	---

		<ul style="list-style-type: none">• All Category B visits and residential visits are evaluated and approved by the EVC <u>and</u> the Headteacher• Arrangements for Category B and C Visits endorsed by the Adviser for Outdoor Education.	
--	--	---	--

<p>Emergency arrangements</p> <p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>	<p>Pupils and staff</p>	<ul style="list-style-type: none"> • At least one member of staff will be a competent First Aider • Sufficient staffing to allow for dealing with emergencies • Consent process includes specific medical/medicinal information. Any specific medical needs will be considered in an activity specific enhanced risk assessment • First Aid kit and mobile phone carried. • Visit Leader has staff/pupil list on all trips plus parent/guardian contact details if trip is to be out of school hours • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. Visit timetable, location and staff/pupil list known to this emergency contact • Pupils briefed in what to do should they become separated from the group. 	<p>Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be referred to and do not to be included in full here)</p> <p>SOE3 forms can be referred to and do not need to be included in full here; a summary is all that is needed –</p> <p>e.g. GW has epipen see SOE3</p>
<p>Using external providers</p> <p>incompetent external providers / failure to coordinate supervision with external provider</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the activity specific enhanced risk assessment • Where an external provider controls or determines activities, including accommodation, the SOE5 self-declaration questionnaire will be used to vet this provider unless this provider has the LoTC accreditation • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children 	

		<ul style="list-style-type: none"> • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, will be briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware 	
<p>Weather</p> <p>Cold, wet, sun exposure.</p>	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared for with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered in an activity specific enhanced risk assessment. • Ongoing dynamic risk assessment to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried. Access to drinking water ensured for all group. Loose fitting clothing with head covering worn. Suitable breaks out of the sun ensured in the timetable for the day. 	
<p>Travel Arrangements</p>			

<p>Travel by coach</p> <p>Road traffic collisions/ injuries sustained by failure to wear seatbelt / pupils left behind</p>	<p>Staff and pupils</p>	<ul style="list-style-type: none"> ▪ Staff briefed on roles and responsibilities during journey and any stops made. ▪ Pupils briefed on expectations ▪ Head counts when getting on and off coach plus before departure from any stop or location. One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. ▪ Suitable embarkation points are used such as coach park or area with wide pavement. ▪ Visit Leader will determine staff seating arrangement to best manage supervision. Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. ▪ Departure and return times made known to pupils, staff and parents ▪ Visit Leader to liaise with driver to plan rest stops/breaks. ▪ Arrangements for travel sickness in place ▪ Contingency plans in place in the event of lateness or incident ▪ Communications with transport provider available in case visit needs to be curtailed early. ▪ Mobile phone communication available ▪ Coach is hired from reputable company ▪ Coaches have seat belts - pupils instructed to wear seatbelts and staff checks to make sure that they do so. 	<p>Specify 'N/A' if coach not being used</p>
	<p>Staff and pupils /</p>	<ul style="list-style-type: none"> ▪ Driver ensures that pupils wear seatbelts. 	<p>Specify 'N/A' if cars not being used</p>

<p>Travel by car / use of private vehicles</p> <p>Road traffic collisions/ injuries sustained by failure to wear seatbelt / safeguarding concerns</p>	<p>members of the public</p>	<ul style="list-style-type: none"> ▪ Pupils briefed about behavioural expectations and not distracting the driver ▪ Departure and return times made known to pupils, staff and parents ▪ Route planned and agreed with all parties. Expected travel times known to all parties. ▪ Drivers will not diverge without good reason and without communicating change ▪ Contingency plans in place in the event of lateness or incident including allowing extra time for delays ▪ Where multiple vehicles used, a lead vehicle will be identified and vehicles will not overtake. ▪ Each car to carry: emergency contact details, charged mobile phone, sick bag. First Aid kit to be available in any convoy. ▪ Driver confirms that they are insured for work related journeys via self-declaration ▪ Self-declaration obtained that vehicle is taxed and MOT is valid. ▪ Standard letter and self-declaration sent out and returned for volunteer drivers ▪ Volunteer drivers considered for the suitability by Visit Leader and Headteacher ▪ Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. ▪ DBS checks undertaken for those who drive pupils ▪ DBS checks undertaken for those who regularly transport children. DCC/Torbay recommends that DBS checks undertaken for all drivers 	
<p>Travel by minibus</p>	<p>Staff and pupils / members of the</p>	<ul style="list-style-type: none"> ▪ Minibus driver(s) are competent to drive and have the 	<p>Specify 'N/A' if minibus not being used.</p>

<p>Road traffic collisions/ lack of driver competence / injuries sustained by failure to wear seatbelt/ driver fatigue</p>	<p>public</p>	<p>correct licence for the minibus being used and has passed DCC test or appropriate training</p> <ul style="list-style-type: none"> ▪ Minibus is maintained in accordance with manufacturer’s requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel. ▪ First Aid kit and fire extinguisher carried. ▪ Pupils instructed to wear seatbelts and staff check to make sure that they do so. ▪ Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. ▪ Towing only undertaken when side emergency exit is available and D1 exemption not being used. ▪ Head counts when getting on and off minibus plus before departure from any stop or location. ▪ Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement ▪ Staff/pupil supervision ratio will disregard driver unless activity specific enhanced risk assessment undertaken ▪ Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours with 45-minute break or 3 x 15-minute break. Maximum of 9 hours in one day) ▪ Arrangements for travel sickness in place. ▪ Luggage stored without obstructing aisles. ▪ All exits unlocked when carrying passengers. 	
--	---------------	--	--

			Specify N/A if no breaks planned

<p>Service stations and other breaks in journey</p> <p>Injury through poor behaviour/pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park</p>	<p>Pupils – especially young pupils</p>	<ul style="list-style-type: none"> ▪ Brief pupils re purpose and timings of stop ▪ Staff briefed on roles and responsibilities during stop ▪ Clear expectations for behaviour established ▪ Pupils to be supervised at all times. If pupils need to go into a toilet that a member of staff cannot enter due to gender, staff to remain outside until all pupils are out. ▪ No pupil to enter any toilet alone apart from a single occupancy toilet. ▪ If a pupil is in a single-occupancy toilet, staff to check that it is empty first and to remain outside until pupil exits. ▪ Brief pupils to remain in pairs or small groups ▪ Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area. ▪ Careful headcount before departure. 	
<p>Road transport - breakdown or road traffic collision</p> <p>Secondary collision from passing vehicles / vehicle/pedestrian contact</p>	<p>Staff and pupils</p>	<p><i>Coach:</i></p> <ul style="list-style-type: none"> ▪ Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. ▪ Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. <p><i>Minibus:</i></p> <ul style="list-style-type: none"> ▪ Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. ▪ Visit Leader to take instruction from emergency services upon their arrival 	

		<p><i>Car:</i></p> <ul style="list-style-type: none"> ▪ Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. ▪ Driver to take instruction from emergency services upon their arrival. ▪ If travelling in convoy, the Visit Leader to be notified at earliest opportunity. ▪ Contact the emergency contact at the school base with details of what has happened and your plan. Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable. ▪ Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check-up. ▪ Ensure that a competent member of staff accompanies any injured pupils to hospital ▪ Ascertain extent of injuries and of release times for the uninjured/lightly injured. ▪ Ensure regular updates fed back to school and hence parents/guardians. 	
Travel on foot Vehicle pedestrian conflict / pupils separated and lost in crowds	Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes	<ul style="list-style-type: none"> ▪ Pupils briefed on which side of the road to walk on. ▪ Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians ▪ Staff briefed on roles and responsibilities for walking route. ▪ Means of communication between staff arranged and understood. ▪ Emergency plan in place for eventuality of separation of child from group 	Specify 'N/A' if no travel on foot planned.

		<ul style="list-style-type: none"> ▪ Coach/minibus disembarkation point chosen to avoid busy traffic routes ▪ Route planned to avoid fast roads, blind spots and other hazards. Pavements used wherever possible ▪ Designated crossing points used wherever possible ▪ When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. ▪ Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group ▪ Ongoing dynamic assessment by Visit Leader and/or staff at front of group; controls varied accordingly ▪ Means of identification used to identify members of group quickly in crowded environment ▪ Regular headcounts taken ▪ When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn. 	
<p>Use of public transport, including trains and underground</p> <p>Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments</p>	Pupils – especially young pupils	<ul style="list-style-type: none"> ▪ Route planned to identify potential for problems and to account for delays ▪ Timetables considered ahead of time to ensure particular trains/connections will not be missed. Contingency plan for alternatives if train /connections missed. ▪ Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other public transport users and to be aware of dangers ▪ Staff briefed on roles and responsibilities for travel route. ▪ Means of communication between staff in place. ▪ Party to move through crowded areas with adult in lead and adult at back of the group. ▪ Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. ▪ Brief pupils to remain in groups of at least 3. 	<p>Specify 'N/A' if public transport not used.</p> <p>Specify the procedures if the group is accidentally separated.</p>

		<ul style="list-style-type: none"> ▪ Means of identification used to identify members of group quickly in crowded environment i.e. high vis vests, coloured caps etc. ▪ Regular headcounts taken ▪ Large groups divided into small groups with adequate staffing for ease of management ▪ Emergency plan is in place for eventuality of separation of child from group. 	
<i>Trips to parks/zoos/museums/local venues etc.</i>			
Accident or other incident Stinging nettles/poisonous berries/fungi Brambles at eye level Uneven ground/concrete steps Animal excreta Broken glass/sharp items/litter Insect bites Exposure to sun High climbing apparatus	Members of party	<ul style="list-style-type: none"> • Ensure contact is available for extra assistance if needed • Mobile phone • First aider and First aid kits • Tissues • Inhalers for those that require them <ul style="list-style-type: none"> • Lead adult to check that the play area is safe before entering • Position adults at key areas around the play park and brief them to potential hazards • Stop pupils using the equipment if they are not using it appropriately and present a danger to themselves and others • Pupils and adults briefed about countryside safety and awareness of potential harm e.g. poisonous berries/deep water etc. • Children kept away from known hazardous plants and animals. 	<p style="color: red;">Specify 'N/A' for any risks that do not apply.</p>

<p>Pupils running in front of swings</p> <p>Dogs not kept under control by their owners</p> <p>Deep water in pond</p> <p>Weil's disease.</p>			
<p>Risk of collision with venue traffic.</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • Explain to children beforehand that there may be traffic within the venue. 	
<p>Risk of falling after climbing on fences, barriers, walls, pillars, posts, seating, trees etc.</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • Set rule beforehand that climbing on anything mentioned is not allowed and supervise children at all times. 	
<p>Risk of drowning in streams, ponds and lakes</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • Discuss risk beforehand and ensure children stay behind barriers. Supervise children at all times. 	

Trip, fall or other accident	Pupils	<ul style="list-style-type: none"> • Ensure contact is available to summon extra assistance if required • Take first aid kit 	
Incidents with members of public	Pupils, staff, members of public	<ul style="list-style-type: none"> • Brief pupils about courteous behaviour • Brief pupils about 'stranger danger' • Ensure all adult helpers briefed about role to monitor and control any interactions with members of public 	
Eating food	Pupils, adults	<ul style="list-style-type: none"> • Ensure children wash their hands before eating food and/or on return to school. 	
Pupils needing to go to the toilet	Pupils	<ul style="list-style-type: none"> • Ensure that all pupils have used the toilet before leaving the school premises, as may be no toilets at some venues. • In the event of a pupil desperately needing the toilet then the lead adult to use their discretion about pupils discretely going within the vicinity where there is privacy for the pupil with adult supervision from a short distance 	

USING STANDARD OPERATING PROCEDURES TEMPLATES

The following Standard Operating Procedures (SOPs) are designed to make the risk assessment process more straightforward for 'routine and regular' visits which involve UK residential visits whereupon the school's base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Educational Visits Coordinator has reviewed the generic controls (third column) against the specific aspects of the schools 'routine and regular' base line procedures for this type of visit and activity and amended them accordingly.


The final SOPs document is school-specific and represents the control measures which should be applied by staff for all 'routine and regular' visits. The SOPs forms part of the School's Outdoor Education, Visits and Off-Site Activities Policy document and copies of the school specific SOPs have been uploaded to the 'Establishment Documents' in the resources section of Evolve.

Staff should be regularly briefed in the content and purpose of these SOPs.

The Visit leader should take the most appropriate school specific SOPs and name it and date it for the visit and then judge if the baseline procedures (third column) adequately control the risks.

The Visit leader should where required add any additional comments in the enhanced risk assessment section (fourth column) specific to the visit. For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.

	<p>Teignmouth Community School Mill Lane</p>
--	---

UK RESIDENTIAL VISITS

Name of assessor / Visit Leader		Signature	Date or risk assessment:
Proposed Activity / Visit			Date/s of visit/activity:
<p>Risk assessment declaration: <i>The below Standard Operating Procedures are <u>sufficient / insufficient</u> (delete as appropriate) to control the risks presented by the above activity/visit.</i></p>			
Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and regular residential visits when they are relevant.</i>	Enhanced Risk Assessment <i>The Visit Leader should consider if the SOP are adequate for the proposed visit/activity. Where they are not, the additional control measures should be listed below.</i>
<p>Management Arrangements (see below)</p>			

		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column
Management arrangements for all visits	Pupils	<ul style="list-style-type: none"> All activities are undertaken in accordance with the general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2022</i> Planning Checklist used to check that all reasonable steps have been taken to manage the risks. Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. Visit leader will be competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this will be detailed in the enhanced risk assessment column Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. Where visits involve any degree of 'remote supervision', this will be detailed in the activity specific enhanced risk assessment Group control measures used to supervise pupils will be recorded in right hand column. One-off specific parental consent is obtained for all visits, including day visits, PE events, visits to Exeter Road, residential visits and all Category B activities Arrangements overseen by Educational Visits Coordinator <i>Jonathan Ball</i> who attended training <i>November 2022</i> 	Specify the minimum staff/pupil ratios; 1:15 is the minimum for Category B visits led by external providers.
Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers			Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)

		<ul style="list-style-type: none"> • All Category A visits are evaluated and approved by the EVC. • All Category B visits and residential visits are evaluated and approved by the EVC <u>and</u> the Headteacher • Arrangements for Category B and C Visits endorsed by the Adviser for Outdoor Education. 	
<p>Emergency arrangements</p> <p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>	Pupils and staff	<ul style="list-style-type: none"> • At least one member of staff will be a competent First Aider • Sufficient staffing to allow for dealing with emergencies • Consent process includes specific medical/medicinal information. Any specific medical needs will be considered in an activity specific enhanced risk assessment. SOE3 forms available to all staff whilst on residential visit. • First Aid kit and mobile phone carried. • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. Visit timetable, location and staff/pupil list known to this emergency contact 	<p>Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be referred to and do not to be included in full here)</p> <p>SOE3 forms can be referred to and do not need to be included in full here; a summary is all that is needed –</p> <p>e.g. GW has epipen see SOE3</p>

		<ul style="list-style-type: none"> • Pupils briefed on what to do should they become separated from the group. • Visit Leader has an agreed plan of action with the provider in the event that a group member or members (adults or children) need to be isolated/removed from the group in the event that they develop a contagious disease • Visit Leader and Head have agreed a plan for additional staff to attend in the event the supervision ratios are compromised due to the departure of a supervising adult 	
Outbreak of infectious illness	Pupils and staff	<ul style="list-style-type: none"> • Visit Leader has an agreed plan of action with the provider in the event that a group member or members (adults or children) need to be isolated/removed from the group in the event that they develop a contagious disease • Visit Leader and Head have agreed a plan for additional staff to attend in the event the supervision ratios are compromised due to the departure of a supervising adult 	
Using external providers incompetent external providers / failure to coordinate supervision with external provider	Pupils	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the enhanced risk assessment column • Where an external provider controls or determines activities, including accommodation, the SOE5 self-declaration questionnaire will be used to vet this provider unless this provider has the <i>LoTC</i> accreditation 	

		<ul style="list-style-type: none"> • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware 	
Weather Cold, wet, sun exposure.	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared for with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered in enhanced risk assessment column • Ongoing dynamic risk assessment to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried. Access to drinking water ensured for all group. Loose fitting clothing with head covering worn. Suitable breaks out of the sun ensured in the timetable for the day. 	
Travel Arrangements			
Travel by coach	Staff and pupils		Specify 'N/A' if coach not being used

<p>Road traffic collisions / injuries sustained by failure to wear seatbelt / pupils left behind</p>		<ul style="list-style-type: none"> ▪ Staff briefed on roles and responsibilities during journey and any stops made. ▪ Pupils briefed in expectations ▪ Head counts when getting on and off coach plus before departure from any stop or location. One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. ▪ Suitable embarkation points are used such as coach park or area with wide pavement. ▪ Visit Leader will determine staff seating arrangement to best manage supervision. Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. ▪ Departure and return times made known to pupils, staff and parents ▪ Visit Leader to liaise with driver to plan rest stops/breaks. ▪ Arrangements for travel sickness in place ▪ Contingency plans in place in the event of lateness or incident ▪ Communications with transport provider available in case visit needs to be curtailed early. ▪ Mobile phone communication available ▪ Coach is hired from reputable company ▪ Coaches have seat belts - pupils instructed to wear seatbelts and staff check to make sure that they do so. 	
<p>Travel by car / use of private vehicles</p>	<p>Staff and pupils / members of the</p>	<ul style="list-style-type: none"> ▪ Driver ensures that pupils wear seatbelts. ▪ Pupils briefed about behavioural expectations and not 	<p>Specify 'N/A' if cars not being used</p>

<p>Road traffic collisions/ injuries sustained by failure to wear seatbelt / safeguarding concerns</p>	<p>public</p>	<p>distracting the driver</p> <ul style="list-style-type: none"> ▪ Departure and return times made known to pupils, staff and parents ▪ Route planned and agreed with all parties. Expected travel times known to all parties. ▪ Drivers will not diverge without good reason and without communicating change ▪ Contingency plans in place in the event of lateness or incident including allowing extra time for delays ▪ Where multiple vehicles used, a lead vehicle will be identified and vehicles will not overtake. ▪ Each car to carry: emergency contact details, charged mobile phone, sick bag. First Aid kit to be available in any convoy. ▪ Driver confirms that they are insured for work related journeys via self-declaration ▪ Self-declaration obtained that vehicle is taxed and MOT is valid. ▪ Standard letter and self-declaration sent out and returned for volunteer drivers ▪ Volunteer drivers considered for suitability by Visit Leader and Headteacher ▪ Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. ▪ DBS checks undertaken for those who drive pupils ▪ DBS checks must be undertaken for those who regularly transport children. DCC/Torbay recommends that DBS checks undertaken for all drivers 	
--	---------------	---	--

<p>Travel by minibus</p> <p>Road traffic collisions / lack of driver competence / injuries sustained by failure to wear seatbelt / driver fatigue</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> ▪ Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training. ▪ Minibus is maintained in accordance with manufacturer’s requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel etc. ▪ First Aid kit and fire extinguisher carried. ▪ Pupils instructed to wear seatbelts and staff check to make sure that they do so. ▪ Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. ▪ Towing only undertaken when side emergency exit is available and D1 exemption not being used. ▪ Head counts when getting on and off minibus plus before departure from any stop or location. ▪ Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement Staff/pupil supervision ratio will disregard driver unless recorded in enhance risk assessment column ▪ Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours with 45 minute break or 3 x 15 minute breaks. Maximum of 9 hours in one day) ▪ Arrangements for travel sickness in place. ▪ Luggage stored without obstructing aisles. ▪ All exits unlocked when carrying passengers. ▪ Passenger movements around minibus limited and avoided to9tally if possible. 	<p>Specify ‘N/A’ if minibus not being used.</p>
			<p>Specify N/A if no breaks planned</p>

<p>Service stations and other breaks in journey</p> <p>Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park</p>	<p>Pupils – especially young pupils</p>	<ul style="list-style-type: none"> ▪ Brief pupils re purpose and timings of stop ▪ Staff briefed on roles and responsibilities during stop ▪ Clear expectations for behaviour established ▪ Pupils to be supervised at all times. If pupils need to go into a toilet that a member of staff cannot enter due to gender, staff to remain outside until all pupils are out. ▪ No pupil to enter any toilet alone apart from a single occupancy toilet. ▪ If a pupil is in a single-occupancy toilet, staff to check that it is empty first and to remain outside until pupil exits. ▪ Brief pupils to remain in pairs or small groups and to stay with a staff member at all times. ▪ Remind pupils about moving traffic and other hazards and establish no-go areas if necessary. These to be established via dynamic risk assessment by staff at the service area. ▪ Careful headcount before departure. 	
<p>Road transport - breakdown or road traffic collision</p> <p>Secondary collision from passing vehicles / vehicle/pedestrian contact</p>	<p>Staff and pupils</p>	<p><i>Coach:</i></p> <ul style="list-style-type: none"> ▪ Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. ▪ Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. <p><i>Minibus:</i></p> <ul style="list-style-type: none"> ▪ Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. ▪ Visit Leader to take instruction from emergency services upon their arrival 	

		<p><i>Car:</i></p> <ul style="list-style-type: none">▪ Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger.▪ Driver to take instruction from emergency services upon their arrival.▪ If travelling in convoy, the Visit Leader to be notified at earliest opportunity.▪ Contact the emergency contact at the school base with details of what has happened and your plan. Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable.▪ Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check-up.▪ Ensure that a competent member of staff accompanies any injured pupils to hospital▪ Ascertain extent of injuries and of release times for the uninjured/lightly injured.▪ Ensure regular updates fed back to school and hence parents/guardians.	
--	--	--	--

<p>Travel on foot</p> <p>Vehicle pedestrian conflict / pupils separated and lost in crowds</p>	<p>Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes</p>	<ul style="list-style-type: none"> ▪ Pupils briefed on which side of the road to walk on. ▪ Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians ▪ Staff briefed on roles and responsibilities for walking route. ▪ Means of communication between staff arranged. ▪ Emergency plan is in place for eventuality of separation of child from group ▪ Coach/minibus disembarkation point chosen to avoid busy traffic routes ▪ Route planned and walked ahead to avoid fast roads, blind spots and other hazards. Pavements used wherever possible ▪ Designated crossing points used wherever possible ▪ When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. ▪ Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff spread throughout the group ▪ Ongoing dynamic assessment by Visit Leader and/or staff at front of group; controls varied accordingly ▪ Means of identification used to identify members of group quickly in crowded environment ▪ Regular headcounts taken ▪ When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn. 	<p>Specify 'N/A' if no travel on foot planned.</p>
<p>Use of public transport, including trains and underground</p>	<p>Pupils – especially young pupils</p>	<ul style="list-style-type: none"> ▪ Route planned to identify potential for problems and to account for delays ▪ Timetables considered ahead of time to ensure particular trains/connections will not be missed. Contingency plan for alternatives if train /connections missed. 	<p>Specify 'N/A' if public transport not used.</p> <p>Specify the procedures if the group is accidentally separated.</p>

<p>Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments</p>		<ul style="list-style-type: none"> ▪ Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other public transport users and to be aware of dangers ▪ Staff briefed on roles and responsibilities for travel route. ▪ Means of communication between staff in place. ▪ Party to move through crowded areas with adult in lead and adult at back of the group. ▪ Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. ▪ Brief pupils to remain in groups of at least 3. ▪ Means of identification used to identify members of group quickly in crowded environment i.e. high vis vests, coloured caps etc. ▪ Regular headcounts taken ▪ Large groups divided into small groups with adequate staffing for ease of management ▪ Emergency plan is in place for eventuality of separation of child from group. 	

Accommodation Arrangements			
<p>Hazards arising from accommodation failing to meet statutory minimum standards</p> <p>Fire / building regulations / safer recruitment practices / welfare and security failings</p>	<p>All participants and staff.</p>	<ul style="list-style-type: none"> ▪ Accommodation provider to complete form “SOE5” or hold LOTC Quality Badge to provide assurance that accommodation meets required standards ▪ Accommodation has tourist board rating or external validation of standards ▪ Pre-visit check carried out to confirm standards are satisfactory where possible. ▪ Upon arrival, and ongoing throughout visit, visual inspection of windows, balconies, stairways, electrical fittings, hazards in grounds or in immediate surroundings, washing and toilet facilities, heating and catering facilities ▪ Pupils briefed to report any faulty items found in rooms to staff ▪ Shortcomings in provision will be discussed with accommodation manager ▪ SOE3 parental consent information checked to ensure dietary requirements met. 	<p>Specify what action has been taken to ensure suitability of accommodation e.g. holds current SOE5 or LotC accreditation</p>
<p>Supervision and privacy</p> <p>Safeguarding concerns / incidents arising from lack of supervision</p>	<p>All participants and staff</p>	<ul style="list-style-type: none"> ▪ Separate male and female sleeping accommodation and washing facilities are provided. 	

<p>Sexual assault / vexatious accusations of sexual assault / sexual grooming / violence/incident arising from failure to supervise</p>		<ul style="list-style-type: none"> ▪ Separate staff accommodation is suitably located to ensure adequate supervision but also ability for pupils to raise concerns if needed ▪ Mixed parties are accompanied by at least one adult of each sex wherever possible. ▪ <i>Discussion and agreement with Headteacher required if this is not possible. Notes to be made in enhanced risk assessment column.</i> ▪ A bedroom plan detailing who is allocated to which room will be completed by the first day of the visit <i>at the latest</i> and shared with all staff at the earliest opportunity ▪ Staff have access to pupil sleeping areas at all times ▪ Dormitories are for the exclusive use of the group concerned. ▪ Staff to follow Staff Code of Conduct for the entirety of the visit and to ensure that they are able and competent to supervise pupils at ALL TIMES. No alcohol to be consumed at any time 	
<p>Fire in the building Fire / explosion / inability to escape from fire due to blocked means of escape / inability to escape from fire due to unfamiliarity with building</p>	<p>All participants and staff.</p>	<ul style="list-style-type: none"> ▪ Identify requirements at time of booking and check during pre-visit and on arrival ▪ On arrival Visit Leader to check physical fire safety arrangements: <ul style="list-style-type: none"> ○ walk escape routes to check that fire exits clearly marked and escape doors open easily ○ fire alarm sounders on each floor and in public areas ○ fire extinguishers available on each floor and in public areas ○ emergency lighting provided and working ○ Staircases and corridors protected by fire doors in good condition. ▪ Briefing to all pupils about fire evacuation on arrival arrangements and expected standards of behaviour. Briefing to include a walk-through fire practice which indicates location of assembly point and lay-out of escape routes 	<p>Specify whether pupils' bedrooms to be locked from the inside and if so how staff can access.</p>

		<ul style="list-style-type: none"> ▪ A group list is held by Visit Leader to ensure registration of whole party after an evacuation of the building. Arrangements shared with other staff. ▪ Decide whether or not pupils' doors should be locked from the inside ▪ Fire exits should be openable from the inside whilst remaining secure from the outside ▪ Shortcomings in provision will be discussed with accommodation manager 	
<p>Attack or disturbance by intruder</p> <p>Sexual assault / abduction / violence / property theft</p>	All participants and staff	<ul style="list-style-type: none"> ▪ On arrival Visit Leader to check physical security arrangements to ensure that reasonable steps taken to prevent unauthorised persons entering the accommodation ▪ The accommodation is secure at night ▪ Accommodation staff are on duty or accessible overnight. ▪ Ensure that all windows and doors are secured from external entry without compromising means of fire escape ▪ If windows lead onto balconies, only staff or reliable pupils occupy these rooms ▪ If other guests share the accommodation, sole occupancy of the floor will be sought where possible, and have designated staff rooms adjacent to pupils. ▪ Roles and responsibilities for staff identified. ▪ Pupils briefed to inform staff in the event of an emergency and where they can be found. ▪ Staff to check pupils at "lights out". 	<p>Specify whether accommodation staff are on duty overnight, if not how are they accessible.</p>

