



# DEVONPORT HIGH SCHOOL FOR GIRLS

## OFF SITE ACTIVITIES POLICY

Named person: Robert Galley

Category: Statutory

Review: Annually or When there are significant changes

Date to be reviewed: Summer 2026

**This policy has been reviewed with regard to the work/life balance of staff.**

Ratified by the Head Teacher  
on behalf of the Board of Trustees: 09/09/2025

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## Section 1 – Approval for Off-Site Activities & Documentation

### 1.1 Categories of Off-Site Activity

All activities require that parents/carers are notified of the venue and nature of the activities that students will undertake. All Educational off-site activities require the approval of the Head Teacher. There are five categories:

Category	Example of Off-Site Activity	Approval	Separate Parent/Carer Consent Required?	Risk Assessment
<b>Local Area Visits (LAV)</b>	<ul style="list-style-type: none"> <li>Local venue</li> <li>&amp; Zero cost</li> <li>&amp; In school hours</li> </ul>	YES (EVC)	NO	Use code of practice
<b>A</b>	<ul style="list-style-type: none"> <li>Local venue</li> <li>During school hours</li> </ul>	YES	NO	Use code of practice
<b>B</b>	<ul style="list-style-type: none"> <li>Beyond 1 hour's drive.</li> <li>Outside school hours</li> <li>More complex activities</li> </ul>	YES	NO If during school hours YES If outside school hours	Code of practice/consideration of extra risks not included in the code of practice.
<b>B(s)</b>	<ul style="list-style-type: none"> <li>Sporting activities out of hours but within one hour's drive.</li> <li>No residential element</li> </ul>	YES But blanket approval for specified league matches	YES But seek blanket consent for pre-listed league matches. NO for "known venues".	Standard Sporting activity risk assessment as agreed with head teacher, plus any activity specific risk.
<b>C</b>	<ul style="list-style-type: none"> <li>Visits abroad</li> <li>Residential elements to the activity</li> <li>Adventurous activity Adventure Activities Licensing Authority (AALA)</li> </ul>	YES	YES Include a presentation evening for parents/carers with question-and-answer session.	Code of practice and full risk assessment of all elements of the activity. Any licence or Quality mark(s) to be checked.
<b>C1</b>	<ul style="list-style-type: none"> <li>Visits abroad – which contain an "extreme" element either by;                             <ul style="list-style-type: none"> <li>transport</li> <li>location</li> <li>activity</li> </ul> </li> </ul> <p>E.g., Climbing in the Alps, or an activity in the Developing World.</p>	YES	YES Include a presentation evening for parents/carers with question-and-answer session.	Full Risk Assessment completed try to involve students and other activity members were possible. Extra support to be sought from Home Office, National and International agencies, EVC, LA advisers and expert opinion were appropriate.

## 1.2 Approval for an Off-Site Activity

All documentation should be completed 2 weeks (for Category C/C1 activities), 1 week (LAVs/Cat. A/B/B(s)), before the starting date of the activity to allow checking and approval.

- **Initial approval** – DHVT1 submitted on Evolve with copy of draft letter. To be confirmed by EVC, SLT for Calendar & Finance before further arrangements made
- **Final approval** – Head Teacher via Evolve.

## 1.3 DVHT Forms

DHSG is an Academy and as such the responsibility for approval of all off-site activities is the responsibility of the Head Teacher. Official forms will be used to satisfy the approval and planning process for off-site activities, and these forms are in electronic versions are available on the school network (Staff Resources/OneDrive).

**DHVT1 – Initial agreement**, includes calendar approval and costing form

**DHVT3 – Risk Assessment** form for completion as part of final approval process

**DHVT5 – Staff & Adult Volunteers Emergency Contact Details**. All adults, both staff and volunteers, must complete for all off-site activities.

**DHVT6 – Students with known medical conditions**

All known medical needs have to be identified and relevant information gathered and made available to all supervising staff. This form lists the students who have known medical conditions. Relevant information may include Individual Health Plans, emergency symptoms and actions to be taken, and any other available information to manage a students' needs.

**DHVT7 – Homely Medicines**

This is a general form for use on off-site activities for any 'Homely medicines' provided by staff at the request of the student. This form should be handed at the end of the activity to the Head's PA to be included with the activity planning and preparation documentation.

**DHVT9 – Trip Leaders Diary (Residentials Only)**

This is a form for the trip leaders of residentials to allow them to record events and decisions in real time to inform follow up conversation either later in the trip or when back at school, or as the basis of future reflections on the trip as a whole for the purposes of evaluation and future planning.

**DHVT10 – Code of Conduct (Residentials)**

This is an amendable document that looks to pull together the various codes of conduct often seen from providers and third parties into a workable document, one that reflects the behaviour for learning policy of the school. If amendments are made to this proforma, then a copy must be counter-signed by the DSL and the Head Teacher, and retained, before copies are signed by students and their parents/carers.

**DHVT11 – Emergency Salbutamol Inhaler (Consent Form & Letter)**

This is a standard in-school document that may be used on trips and is copied here so as to make it available to trip leaders.

**DHVT12 – Loco Parentis Confirmation (Overseas Residentials Only)**

This is a document which should be completed by all students, and their parents/carers, who are attending an overseas residential to reduce the potential for unnecessary delays at boarder control, including for travel within the EU.

## 1.4 The Approval Process

- Approval must be obtained for any off-site activity before any arrangements are made.
- All activities must have a clearly defined educational aim. Once agreed with parent/carer changes should only be made in extremis and parent/carer informed and agreement sought.
- Any arrangements, payments or agreements made without school approval are the sole responsibility of the member of staff concerned. This includes any financial loss incurred. All payments to providers must be made through iPayImpact after approval has been granted.
- The Head Teacher reserves the right to cancel/veto an activity at any time. This is especially so if the planning and/or safety procedures put in place are not considered to be of a satisfactory standard.
- Make no presumption that because an activity has taken place on a previous occasion, or appears on the calendar, that it will automatically have approval granted. Each off-site activity is subjected to the same level of scrutiny and approval.
- First aid cover for each activity should be carefully reviewed. Each activity will have different needs due to its content and duration. The 'named person' will be responsible for care of the casualty and for calling emergency services. They should have a first-aid qualification suitable to the level of activity.
- Any person expected to administer prescribed medicines or undertake healthcare procedures whilst on a school activity must be trained for this role by a healthcare professional and must be specific to the individual's healthcare plans and needs. A first-aid certificate is not acceptable for this role.

### Stage 1 – Initial Agreement – Form DHVT1

- Main details, educational content of activity, venue, **date/time (agreed and signed by SLT for calendar)**, numbers and age of students, staffing, transport and summary of major risks identified.
- Costing implications, staffing, transport, residential costs, etc.
- A nil return is still required even if no costs are involved. (See note regarding use of Mini-bus.)
- Initial Letter to parents/carers should accompany this document.

### Stage 2 – Final Approval – DHVT2 & EVOLVE

- Event details, staffing and student numbers to comply with agreed ratio, first-aiders, activities, venue details, transport arrangements. Contact numbers for establishment, venue and transport. Emergency contact for party and establishment out of hours
- All participants are screened for any medical special needs and risk assessed. Separate list compiled.
- DHVT3 - Risk Assessment (if required)
- Planning and risk assessment must reflect school policy for the PREVENT strategy.
- Final letter, all other letters and details that have been sent to parents/carers.
- Consent form(s) (electronic, if required).
- List of all students and staff attending and their contact details, all special needs identified (e.g. diet/medical)
- Itinerary, emergency contact numbers for the venue, the 'activity group' and the agreed and named 'out of hours' school emergency contact number. (Either the Head-Teacher or a member of the Senior Leadership Team, as directed by the Head Teacher).
- Student list signed by DSL as a record of Safeguarding Conversation.

Before the activity takes place a list of participating students must be submitted to the school 'Attendance Officer'. On the day, a pre-activity register must be taken and any absentees reported immediately to the 'Attendance Officer', either by a note or telephone call to the school. This is a legal requirement.

Trip leaders are expected to take with them any paperwork required to run the activity safely. If it is possible to take a school mobile with internet access that can be relied upon to access Evolve in place of paper copies, or the "Trip's

iPad”, and this is encouraged. In areas where internet access may be limited or intermittent, then key information should still be taken on paper by the trip leader. Staff are reminded that they should follow the same data protection protocols during off-site activities as they would be expected to in school.

When an activity is taking place over the school lunchtime, please advise the catering manager of the date/ numbers of students that will be out of school. Students on free school meals are entitled to a free packed lunch.

### 1.5 Evaluation of an Activity

At the completion of an off-site activity a Post Activity Evaluation Form should be completed identifying any incidents or near-misses, as well as advice for up-dating codes of practice or risk assessments. This information along with any incident log and the documentation submitted to the school office prior to departure has to be stored in school for a period of six years. The evaluation should also be uploaded to Evolve.

## Section 2 – Advice on the Completion of Documentation

### 2.1 Letters to Parents/Carers

Letters to parent/carers are a statement of intent, and form an agreement between school and parent/carer. They should include:

- Information about the activity, dates and times, travel arrangements, requirements for drinks or packed lunches, Itinerary, any periods of 'remote supervision' identified and any other information pertinent to the activity.
- Any cost/voluntary contribution should be identified and the charging policy statement MUST be included in the letter. See below.

Large scale activities may require several letters to parent/carers as preparations move along. *A sample letter to parent/carers is provided in the 'Off-site activities' resource area as an example of good practice. 'Off-site activities/Example documents/Exemplar of Parental letter for an Off-Site Activity'*

### 2.2 Statement from Charging & Inclusion Policy

To be included in any letter asking for voluntary contributions. You may not 'charge' for an activity which takes place during school hours as part of the school curriculum. You are however allowed to ask for a 'voluntary contribution' of the cost. If you are unsure about what you can/cannot charge for, please discuss with the school's Business Manager.

The cost of the activity is £\_\_\_\_\_, and we are asking for a voluntary contribution of that amount. If you are in receipt of state support benefits and require assistance with funding for this activity, please get in touch with the Head Teacher via the School Office.

The activity can only take place if there are sufficient voluntary contributions.

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**\*\*INSERT 'TITLE' AND DATES OF YOUR PLANNED ACTIVITY\*\***

Name of Student ..... Form .....

I wish the named student to take part in the above activity.

I am willing to make the voluntary contribution of £

Signed \_\_\_\_\_ Date \_\_\_\_\_

Please pay on-line via iPayimpact. If you need details on how to register for an on-line account, please contact the finance office.

## 2.3 Risk Assessments & Code of Practice (Operational Procedures)

For activities which have generic elements, i.e., elements which are part of many off-site activities, it is sufficient to operate that element of the activity using an agreed 'code of practice' (see appendices). These include coach and mini-bus travel, walking in groups on roads, administration of 'remote supervision', residential stays, air travel and dealing with special needs. This list is not exhaustive. New codes of practice can be written as they are required.

These codes of practice can be downloaded from the OneDrive, signed by the group leader if they are willing to follow that code of practice, and then included as part of the activity documentation. If the activity leader is not willing to accept the operational procedures, they must then prepare a risk assessment.

For activity elements which are not generic, i.e., specialist activities which form a specific part of that particular activity, a risk assessment must be undertaken and a risk management document produced. Site visits often form a starting point for this process, but information can be gathered from experienced individuals and those with special knowledge of the activity or location. Expert advice should be sought.

A risk assessment consists of the evaluation of:

- **Hazard** – anything that has the potential to cause injury or harm. Example of these could be a cliff, wall, building, steep steps, transport, fire and many others.
- **Risk** – is the likelihood and extent, great or small, of harm being caused. Falling from a cliff whilst on a coastal walk is a risk with enormous consequences. That risk can be controlled.
- **Control** – these are the actions and measures taken by staff or others which can minimise the risk.

It is impossible to risk assess all eventualities and staff should not attempt to do this. Common-sense and a proportionate approach is what is required and needed. Findings should be recorded on form DHVT3.

Since September 2011 parents/carers of all students in the school have been asked to complete a standard consent form for all activities undertaken in the school. However, for various categories of trips which occur outside school hours or have elements which require more than a basic code of practice, further parent/carer consent will need to be sought.

This means that there is a presumption that all students will attend school activities. Parents/carers have the right to withdraw a student (for whom they are responsible), from any off-site activity. Therefore, they must be informed, in writing, of all off-site activities which students will attend. Parents/carers wishing to withdraw students from an off-site activity must do so in writing. Communication by word of mouth, telephone calls, e-mails or text messages are NOT sufficient to withdraw a student. Any communication accepted from a parent/carer to withdraw a student from an off-site activity, must be in writing and include the parent's/carer's signature.

## 2.4 The 'S-A-G-E-D' Model

When risk assessing an off-site activity, the EVC and activity leaders will make considerations according to the SAGED Model (see below) as part of this process:

<b>S</b>	<b>Staff Competence</b>	Competent, Experienced, Trained, Common Sense
<b>A</b>	<b>Activity</b>	Water, Traffic, Adventure, Higher Risk Levels
<b>G</b>	<b>Group</b>	SEN, Behaviour, Medical Issues, Previous Experience
<b>E</b>	<b>Environment</b>	Weather, Water Levels, Daylight
<b>D</b>	<b>Distance</b>	Transport, Residential, Emergency Support (Inc. Time taken to have a member of staff replace a trip member if required)

## 2.5 Key Words & Terms

### **Purpose**

The purpose of an off-site activity must be explained in educational terms to parents/carers. Activities must be defined and parents/carers made aware of any periods on 'remote supervision'.

### **Staff**

Staff, volunteers and any other adult members of an activity should be vetted for competence in the activities envisaged, as well as for any child protection issues. DBS checks are required for any adults who will work alone with young people. *Ask for advice from the Personnel Assistant if unsure. A DHVT5 must be completed for any member of staff or volunteer on an off-site activity.*

### **Effective Supervision – Staff: Student Ratios**

Students must be "supervised effectively" whilst on off-site activities. Staffing ratios, with the exception of those in place for adventurous activities, are judged on the nature and location of the proposed activity, as well as the age of students involved. For most off-site activities a ratio of around 1:20 is reasonable. For visits abroad or with more complex or residential elements, a ratio of 1:12 or 1:10 may be more appropriate. For visits to the developing world, or with extreme elements, the trip leader should consider the ratio being ~~should be~~ reduced further, e.g. 1:8. Please discuss the staffing ratio with the Head Teacher or the EVC if unsure.

### **Dietary & Medical Needs**

*Party leaders for any visit should make themselves and accompanying staff aware of any medical or special needs within the party group.* That also includes staff members and volunteers. For residential activities where food is provided, the party leader should also be aware of any dietary needs of party members. This information can be collected through electronic parent/carer consent forms (previously DVHT4) and the school system.

### **Briefing Students**

All visits should include a student briefing to explain the purpose of the activity, the required input from the students, anything that students should bring with them, the level of behaviour expected and systems and controls that will operate to protect the security and safety of the group.

### **Transport (e.g., Coaches)**

When booking coaches, it is worth asking if the company drivers are DBS checked. Local Taxis can be booked through the school office from an approved provider. In the event of a road accident staff and pupils should obey the instructions of the coach, taxi or mini bus driver. If unsure about a travel provider you are considering using, please seek advice from the Business Manager, or the EVC.

### **Staff & Volunteers**

Health and safety law requires that all members of a visit should be subject to the same level of care and security. Adult members of an activity will need to complete form DHVT5. Information supplied will only be used in the case of an emergency. This information needs to be included in the pack handed to the Head's PA prior to departure of the visit.

### **Use of the School Mini-Buses**

Any use of the school minibus comes under the control of the School's Business Manager. If you intend to use the mini-bus for an off-site activity you will need to make arrangements through the office and follow the school mini-bus policy. Any use of the mini-bus will incur a cost; do not presume that a local journey will be a no cost element of the off-site activity. It is vital that you liaise with the business manager. A document on the use of the mini-bus is available in the 'Off-Site Activities' resource area, in the additional guidance folder.

## Section 3 – Advice & Guidance

**Further Advice & Guidance for various aspects of off-site activities can be found on the Staff Resources Area, under: R:\Off-Site Activities\Additional Guidance, or from the EVC.**

### 3.1 Medication on Off-Site Activities

- No student under 16 should be given prescription or non-prescription medicines without the parent's/carer's written consent, except in exceptional circumstances where the medicine has been prescribed without the knowledge of the parents/carers.
- Students should be encouraged where practicable to self-manage medication and health-care procedures. If support is required after discussion with parents/carers, the student and medical practitioners, this must be available.
- Do not give aspirin, or medication containing aspirin, to any student under the age of 16.
- Staff should not give prescription medicines or undertake healthcare procedures without appropriate training from a healthcare professional.
- After discussion with parents/carers, students who are competent should be encouraged to take responsibility for managing their own medicines and procedures. They may require a level of supervision.
- Some medical procedures may require additional levels of support; these include but are not limited to supporting students with issues such as epilepsy, cystic fibrosis and diabetes (i.e., administering EpiPens).
- All medicines should be stored safely. Students should know where their medicines are at all times and be able to access them immediately. Medicines and devices such as Asthma inhalers, blood glucose testing meters and adrenalin pens should NOT be locked away.

It is a requirement under the provisions of extended care, that students on an off-site activity will have access to prescribed medicines, and it is expected (if required) that staff will take charge of these medicines during the course of a visit and supervise their prescribed use, even if the medicines fall into the restricted drugs category. Prescribed medicines should only be accepted if:

- The medicine is in date
- Labelled
- Provided in the original container as dispensed by the pharmacist.
- Includes instructions for the administration, dosage and storage.
- The one exception is insulin. It must still be in date but may be in an insulin pump or pen.

(Most prescription medicines are already Class 3 drugs, but some may fall into Class 2 or even Class 1. As long as they have been prescribed by a medical practitioner, members of staff are covered in law to hold these medicines (i.e., *Loco Parentis*)).

Whilst on an off-site activity it is permissible for staff to provide, with the written consent of a parent/carer, medicines which are classed as 'Homely'. These are medicines available 'over the counter' at a normal high-street chemist. These should never be offered, but only provided on request of the student, and then only after careful consideration and discussion with the student and other staff members.

**REMEMBER - DO NOT PRESCRIBE ANY MEDICATION** (see additional guidance; R:\Off-Site Activities\Additional Guidance. Staff should also further familiarise themselves with guidance around dealing with splinters, available here.

- **DHVT6 – Students with known medical conditions.** All known medical needs have to be identified and relevant information gathered and made available to all supervising staff. This form lists the students who have known medical conditions. Relevant information may include Individual Health Plans, Medical Pen Portraits emergency symptoms and actions to be taken, and any other available information to manage a student's needs.
- **DHVT7 – Homely Medicines.** This is a general form for use on off-site activities for any 'Homely medicines' provided by staff at the request of the student. This form should be handed at the end of the activity to the Head's PA to be included with the activity planning and preparation documentation.

### 3.2 Safeguarding

It is a requirement that a list of participants is provided to the Safeguarding Lead. There may be a discussion that needs to take place to pass on information about students which will assist safeguarding on the activity.

All off-site activities are subject to the school policies on child protection and safeguarding. Visit leaders should make sure that they are fully compliant with the requirements of these policies. If there is any doubt over specific issues then guidance should be sought from the 'Designated Safeguarding Lead' (DSL). ***Specific reference should be made to the school policy for the PREVENT strategy.*** If an issue of a safeguarding nature occurs during the course of an activity, it will be referred to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead after initial discussion with the 'Emergency Contact' for the activity.

### 3.3 The Role of the EVC (*Educational Visits Co-ordinator*)

The EVC role at DHSG is to provide knowledge, advice and guidance for the administration of school trips to the head-teacher and Trustees, off-site activity leaders, participating staff and adult helpers. The role also requires that new guidance and provisions from government bodies and outside agencies is collated, communicated and adopted by the school and amendments to school policies are made in accordance with changing requirements and the approval of the Head-Teacher.

The role requires that all documentation for off-site activities and trips **MUST** be presented to the EVC, who will check the paperwork, and once satisfied, will pass it to the Head Teacher for approval. Any paperwork presented directly to the Head Teacher or PA to the head-teacher without scrutiny of the EVC will be returned to you. No communication with parents, carers or students about an activity should take place until initial agreement is granted, and no activity will take place until final approval is granted. The EVC is available to provide guidance and information as to the 'good practice' of managing an off-site activity.

***It is not the role of the EVC to complete the approval paperwork, nor is it their role to 'time-manage' the completion of the paperwork.*** The management of planning an activity and completion of the required paperwork is entirely the responsibility of the activity leader. If the paperwork is late, the activity will not take place. Paperwork for approval should be completed a minimum of two weeks in advance for category B/C/C1 activities and a minimum of one week in advance for category LAVs/A/B(s) before the planned start date of an activity.

Communication with the EVC can take place by e-mail on the school intranet or through the pigeon-hole in the main staff room. Any queries or concerns regarding an activity should be addressed to the EVC for help and support. Staff should be aware that the role of EVC is not a full-time role. Useful documents are available in the 'Off-Site Activity' area in the staff resources area. There you will find all the forms required for managing a trip, as well as 'Codes of Practice' for managing risks, and also other guidance documents. If new 'codes of practice' are required please contact the EVC who will be happy to assist in drafting a suitable 'code of practice' for your needs.

### **3.4 Exchanges & Homestays**

The single most effective way of understanding a different country, culture or language is to experience it first-hand. Given our dependence on a global economy, an understanding of the wider world has never been more important. An exchange visit involving the placing of young people in a family homestay setting has traditionally been seen as one of the best ways of enabling this.

Such experiences help young people to develop self-esteem, self-confidence and independence, while developing their knowledge base and broadening their horizons. Staying with a host family gives young people both an insight into the culture and a first-hand opportunity to use their language skills in a real context.

Exchange visits differ from other visits in that young people are not directly supervised by their leaders/supervisors whilst they are with host families. However, the legal responsibility for health, safety and welfare remains with the designated Activity Leader. Exchanges thus require thorough and carefully planned risk management that addresses the issues relating to indirect supervision and special issues relating to safeguarding and child protection. All parties involved must fully understand the implications of this reality.

Further advice and guidance on this issue is available on the Staff Resources Area under; R:\Outdoor Education\Off-Site Activities\Additional Guidance, and from the EVC.

### **3.5 Photographs & Video Footage**

Photo/video permissions given by parents/carers for internal use are retained by the Main School Office, and activity leaders should be aware of these for students on activities. Staff should be mindful that not all students are necessarily aware of what permissions they do/do not have, and access to images created on an off-site activity should be regulated with this in mind. This applies also to those images created by the students themselves, and activity leaders should adopt a policy in-line with the in-school policy for this. See also, section 3.9 of this policy.

### **3.6 Residential Rooming**

It is good practice to involve students in the planning of rooming for residential activities where possible, and a fire plan should be retained by the activity leader. Consideration should be given to students who present as transgender, and the Intercom Trust advise that as best practice that a conversation involving both the student and parents/carers take place to clarify requests made in terms of rooming. Students should always room with peers of a similar age.

Some students may be adopting practices such as 'binding' or 'packing', and this may influence their decision to request specific rooming arrangements. Under the Equality Act (2010) suitable arrangements should be made to accommodate these requests by both the activity leader and any providers. Furthermore, activity leaders should be aware of any students who are 'binding' as this may impact on their ability to safely engage in activities that require physical exertion, due to associated breathing restrictions.

### **3.7 Mini-Bus Licences**

All staff driving a school mini-bus for the purposes of an off-site activity should hold a full licence for the vehicle that they are using, and be aware of the Code of Practice relating to Coach and Mini-Bus Travel. If staff have not driven a school mini-bus for two or more years then they should look at refreshing their training at the Head's discretion. Staff using the school mini-bus must also submit to an annual electronic licence check in September of each year.

### **3.8 Local Area Visits (LAVs)**

Some visits that are within the local area (category A only), at a local known venue (such as, but not limited to; The Life Centre, Central Park, Goals, Montpelier Primary School, etc) and consist of either simple activities, or those separately risk assessed as a PE activity can be defined as a "Local Area Visit" (LAV). For such activities, as agreed

with the EVC, staff are only required to complete an 'Evolve Lite' form, as opposed to the Evolve form required for a fully category A activity, which may include a more involved activity, or a venue further from the school site. Trip leaders should seek the EVC for further information and guidance if they think they are planning a local area visit, as defined above, at least one week in advance of the start of the trip.

### **3.9 Mobile Phones on Trips Guidance**

It is important that Trip Leaders maintain a robust practice around the use of mobile devices on trips, as we do with on-site activities.

Key things that the Trip Leader should consider when completing their risk assessment, are:

- Potential issues arising from photo-permissions, and the need for trip leads to be fully aware of these,
- Not sending photographs to social media, either by way of staff (via DHSG or personal accounts) or students, that reveals the location(s) of groups in real time,
- Mobile devices are not to be used when 'on-foot' or, in lesson style activities such as workshops, performances, safety briefings, or anywhere else mobiles are prohibited by location,
- That students bring mobile devices with them to an off-site activity at their own risk, and the school is not liable for loss or damages,
- Mobiles can be confiscated if the trip lead feels that their use is inappropriate, in line with in-school policy,
- Trip leaders can require students to hand in mobile device over-night to DHSG staff on residential if they see fit,
- That there are safe reporting mechanisms for students around devices, whether of themselves (e.g., voluntary hand-in) or on behalf of others, i.e., they know who to speak to whilst on the trip,
- That there is a procedure in place for safeguarding, monitoring and contacting students in the evenings, overnight, and during periods of remote supervision that do not rely solely on students having personal mobile devices.



## DHVT1 - Initial Approval

Please note that there is now a charge for cover of £30/per period/per member of staff who would be teaching a class in Years 7 to 11. Please include this on the costing sheet (page 3 of this document). If planning a trip for the following academic year, please use this year's timetable as a guide.

Off-Site Activity: ..... Activity Leader: ..... Dates: From ..... to .....

Describe the main elements of this activity:

Describe the educational values of this activity:

Identify the 'category of activity' (A, B, B(s), C or C1):

Venue(s):

Dates & Times:

\*Date(s) agreed by SLT for Calendar.....

Student ages/year group:

Number of students involved:

Staffing ratio applied:

Number of staff/volunteers:

First aid cover (Named staff member):

Total party numbers:

Transport Arrangements – drivers/mode of transport proposed:

Brief statement of major risks or hazards prior to a full risk assessment:

## Off-Site Activities Planning Flowchart

DHSG's Off-Site Activities Policy is that all trips and visits are to be logged on Evolve by the trip leader. We are legally obliged to retain this documentation for a period of at least 7 years.

<p><b>Stage 1</b> <i>Initial Approval</i></p>	<p>[ ] <b>DHVT1 – ‘Initial Approval’</b>; Uploaded to Evolve with copy of Initial Letter.</p>
<p><b>Stage 2</b> <i>Planning &amp; Leading the Activity</i></p>	<p>[ ] <b>Send approved letter to parents/carers</b> and plan information evening (if applicable),</p> <p>[ ] ‘Parental Consent’ parents/carers must be <b>fully</b> informed of <b>dates, times, locations, activities and any periods of ‘remote supervision’</b></p> <p>[ ] Offer a “presentation meeting” for activities with residential elements, visits abroad or adventurous activities, or if requested by Head/EVC</p> <p>[ ] Have <b>Safeguarding Conversation</b> with the school’s DSL.</p> <p>[ ] Complete a full <b>DHVT3 (The Risk Assessment) and DHVT6 and upload onto Evolve</b>. This should address the needs of all the participants, and take into account the school’s PREVENT strategy</p> <p>[ ] If outside providers are used as part of the activity, the trip leader must ensure that suitable risk assessments are in place; <b>Inc. approval evidence such as ‘AALA’ or ‘LoTC’ certification</b>, and suitable insurance</p> <p>[ ] <b>Complete DHVT5</b> - Do not upload to Evolve, but retain paper copy confidentially</p> <p>[ ] <b>Complete DHVT6</b> paperwork identifying students with known medical conditions, and students with prescribed medication/medical procedures</p> <p>[ ] Complete <b>EVOLVE record of the trip</b> Inc. all relevant documentation and student list, and submit to EVC in advance of trip (see Off-Site Activities’ Policy for guidance).</p>
<p><b>Stage 3</b> <i>Post Activity Evaluation</i></p>	<p>[ ] Any <b>incident resulting in injury</b> should be carefully logged, and included in the school’s accident report log/central paper copy of the Trip Leader’s Master Copy.</p> <p>[ ] Report any <b>incident requiring removal to hospital</b> to the Head. Discharge notes will be required from the Hospital – get a copy!</p> <p>[ ] Complete <b>Post-Trip Evaluation</b> of any incidents requiring review of the Risk Assessment. Notes of changes should be recorded for future reference</p> <p>[ ] <b>Refer any concerns about participants</b> of activity, including regards the PREVENT strategy to school’s DSL</p> <p>[ ] Any <b>new, additional or amended documentation</b> from the trip (E.g. DHVT7) should be passed to the Head’s PA on return to DHSG.</p>

## Off-Site Activity – Costing Sheet

Activity: ..... Leader: ..... Date(s): .....

### Expenditure

### Estimate

Transport:

Coach Hire / Train / Flights

Minibus Charges @ £0.45 per mile

£ \_\_\_\_\_

Cover: Per Member of Teaching Staff

@ £30 Per (Year 7-11) Teaching Period

£ \_\_\_\_\_

Accommodation

£ \_\_\_\_\_

Entrance Fees

£ \_\_\_\_\_

Reprographic Charges

£ \_\_\_\_\_

Insurance Charges *(only to be charged if pupils are paying for the activity):*

Trip under £20 per pupil                      £0.50 per pupil }

Trip between £20-£99 per pupil            £1.50 per pupil }

Trip between £100-£249 per pupil        £3.50 per pupil } £ \_\_\_\_\_

Trip between £250-£349 per pupil        £5.00 per pupil }

Trip between £350-£499 per pupil        £7.00 per pupil }

Trip over £500 per pupil – please refer to Finance

**Total Expenditure**

£ \_\_\_\_\_

Anticipated Number of Pupils on Trip

\_\_\_\_\_

**Cost Per Pupil**

£ \_\_\_\_\_ \*

(Total Expenditure divided by Number of Pupils)

\* If pupils are not being charged for this activity please confirm which budget the cost is to be taken from \_\_\_\_\_

& \_\_\_\_\_ (Budget Holder Signature)

**Costing prepared by:** \_\_\_\_\_

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

### **Check list – before submitting the completed proposal form please check that you have:**

- Cleared the dates with SLT for the Calendar and that they have signed on the first page in the correct place.
- Had the costing for the activity, including a 'No Cost' activity, checked by finance.
- Included your 'Letter to Parents/Carers' explaining the activity, and supplied any further information that you wish to submit in support of the activity, or that you wish to send to parents/carers.

Now submit form DHVT1, 'Letter to Parents/Carers' and other documents onto Evolve.

**Remember - do not have any communication, written or verbal, with parent/carers or pupils until you have received approval for the proposed activity.**



## DHVT3 – Risk Assessment

Prepared by\* (PLEASE PRINT): ..... Date: .....

Off-Site Activity: ..... Activity Leader: ..... Dates: From ..... to .....

*In preparing this document consideration has been given to the activity, special needs of students/staff and all relevant school policies, Inc. PREVENT*

What are the hazards and risks?	What controls will be in place to deal with this?	Who might be affected? (Inc. notes, and an alternative plan)	What are the residual risks, and what is being done to reduce the likelihood of this happening.?
			<i>Hint – hit 'TAB' to generate new row</i>

Signature of person preparing risk assessment\*: .....

Date:

.....\*Note that if the person preparing the risk assessment and the activity leader are different, reasons for this should be given in advance to the EVC/Head Teacher.



## DHVT5 - Staff & Adult Volunteer Emergency Details

All adult participants taking part in any off-site activity must supply these details for use in the case of an emergency.

**Off-Site Activity:** ..... **Date(s):** .....

**Name of member of staff/adult volunteer (PLEASE PRINT):** .....

**Medical Conditions** (*only give information that has a direct implication for the specified off-site activity*)

**Dietary Requirements** (*e.g. vegetarian, vegan, gluten intolerant, etc?*)

**Contact Details** (*In the case of an emergency, please indicate the name of the person you wish to be contacted*)

**Name**

**Address**

**Tel.** **Mobile**

For the purposes of the visit/trip identified above, in the case of an emergency I give my full permission for medical attention which may include the use of anaesthetics to be sought.

**Signed** ..... **Date** .....

**At the end of the specified trip or visit, providing no incident has occurred which requires its retention, this document and the contained details will be destroyed**



## DHVT6 - Students with Known Medical Conditions

(Inc. those requiring prescribed medicines or health-care procedures)

**Off-Site Activity:** .....      **Activity Leader:** .....      **Dates: From** ..... **to** .....

**“Staff should NOT give prescription medicine or undertake health care procedures without appropriate training (updated to reflect individual healthcare plans at all times) from a healthcare professional. A first-aid certificate does not constitute appropriate training.” DfE April 2014**

Student's Name	Medical Condition & Medication/Procedure Prescribed	Trained Administrators Name & Training Undertaken	Medical Pen Portrait Obtained?



## DHVT7 - Homely Medication Record

**Off-Site Activity:** ..... **Activity Leader:** ..... **Dates:** From ..... to .....

*To be completed by all staff who administer medicines to children at school or on off-site activities. Homely medicines may only be given with the signed consent of parent/carer (see DHVT4). HOMELY medicines are classed as medicines available over the counter at high street chemists.*

**DO NOT GIVE ANY MEDICINE CONTAINING ASPIRIN TO ANY CHILD UNDER 16 YEARS OF AGE UNLESS PRESCRIBED BY A GP.**

**“Staff should not give prescription medicine or undertake health care procedures without appropriate training (updated to reflect individual healthcare plans at all times) from a healthcare professional. A first-aid certificate does not constitute appropriate training.” DfE April 2014**

Date	Name of Student	Complaint/Request for Medicine	Medicine	Dosage	Time	Name of Administrator





## DHVT9 – Trip Leader’s Diary

Off-Site Activity: ..... Activity Leader: .....

Dates: From ..... to .....

Date & Time	Name of student(s) involved and their roles	Brief description of events	Actions taken	Outcome and when to review if required	Notes/feedback for school available on return?



## DHVT10 – Code of Conduct for Off-Site Activities (Residential)

### As a student I will:

1. bring all the kit I need for the duration of the off-site activity
2. meet the school's expectation on uniform or 'mufti' guidance where appropriate, including the expectations on the wearing and removal of jewellery
3. represent the school to the best of my ability
4. be polite, respectful and helpful to others, behaving responsibly at all times
5. look after myself, my peers and our environment
6. maintain high aspirations for myself and manage possible distractions to my learning
7. make a positive contribution to the off-site activity
8. not bring, use or purchase items such as alcohol, illegal substances, tobacco/vaping devices on the activity
9. (\*not bring my mobile device or other electronic items with me/understand that if I bring my mobile device with me that I may be required to hand in my mobile device over-night to DHSG staff/other arrangement) \*please delete/amend as appropriate
10. not invite students from other schools into DHSG assigned bedrooms, or go into rooms assigned to other schools
11. not leave designated areas unsupervised
12. follow all instructions from staff

### As a Parent/Carer I will:

1. support my child to attend the activity on time, properly equipped and in correct attire
2. make the school aware of any concerns or problems that may affect my child's participation, behaviour or welfare
3. support the school's policies and guidelines
4. keep the school up to date with changes to my contact details and child's medical information
5. raise any concerns directly with the school
6. remain available for contact for the duration of the off-site activity, and be able to collect my child in person if required

**Head Teacher's signature**.....

**DSL/DDSL's signature**.....

**Parent/Carer's signature**.....

**Student's signature** .....

## **Annex A – Additional Guidance for Staff, Parents, Carers & Students**

### **‘Searching students for prohibited items under the Education Act (2011)’**

Head Teachers and authorised staff can conduct a search for the “prohibited or banned items” as set out in the School’s Behaviour for Learning Policy. Force cannot be used to search for items banned under the school rules.

These powers cover searches in school and on authorised school activities elsewhere, such as school trips. The overall power to enforce disciplinary penalties covers the use of confiscation as a disciplinary response. This includes seizure and, as appropriate, the retention and disposal of certain items. As with other responses, confiscation must be applied in a reasonable and proportionate way. A member of staff will have a specific statutory defence if they can prove that any seizure, retention or disposal of a particular item was lawful. In extreme case, items may be handed over to the Police, otherwise it is up to the teacher to decide if and when to return a confiscated item.

We will always be guided by the searching, screening and confiscation advice for Schools, July 2022:

1. the DSL/DDSL will be consulted first in all decisions to search students. The only exception to this, is if in delaying a search to consult would result in a significant risk of immediate harm.
2. we will explain to the students why they are being searched and how and where this will take place and they will have the opportunity to ask questions.
3. searches will be undertaken away from other students.
4. the search will be conducted by a member of staff of the same sex as the student in the presence of an additional member of staff as a witness (the law permits limited expectations).
5. the search can be of a students’ outer clothing, pockets, possessions and locker only.
6. records will be kept of all searches.
7. parents/Carers will always be informed of search for prohibited and banned items.
8. strip searches can only be conducted by Police Officers. Circumstances where this may need to be considered will always be referred to the DSL and Head Teacher.



## DHVT11 - Parental Consent Form

### Part 1 - Use of Emergency Salbutamol Inhaler

<b>Name of Student (print)</b>	
<b>Date of Birth</b>	
<b>Form</b>	

#### Child showing symptoms of Asthma / having an Asthma attack

1. I can confirm that my child has been diagnosed with asthma / has been prescribed an inhaler [delete as appropriate].
2. My child has a working, in-date inhaler, clearly labelled with their name, which they bring with them to school every day.
3. In the event of my child displaying symptoms of asthma, and if their inhaler is not available or is unusable, I consent for my child to receive Salbutamol from an emergency inhaler held by the school for such emergencies.

<b>Parent/Carer Name (print)</b>	
<b>Telephone</b>	
<b>Email</b>	
<b>Address</b>	

Parent/Carer Signature .....

Date.....

## Part 2 - Specimen Letter (For School Use Only)

### Use of Emergency Salbutamol Inhaler

<b>Name of Student (print)</b>	
<b>Form</b>	
<b>Date</b>	

Dear Parent/Carer

This letter is to formally notify you that ..... has had difficulty with their breathing today. This occurred when: .....  
.....  
.....

A member of staff helped them to use their asthma inhaler.

They did not have their own asthma inhaler with them, so a member of staff helped them to use the emergency asthma inhaler containing Salbutamol. They were given ..... puffs.

Their own asthma inhaler was not working, so a member of staff helped them to use the emergency asthma inhaler containing Salbutamol. They were given ..... puffs.

Although they soon recovered from the episode, we would strongly advise that your child is seen by their GP or medical practitioner as soon as possible.

[Delete as appropriate]

Your sincerely,

**Staff Name** .....

**Staff Signature** .....



## DHVT12 Loco Parentis Agreement (Overseas Residentials)

<<Date>>

<<Name of Visit>>/<<Dates of Travel>>

Dear Parent/Carer,

**RE: Agreement to leave the United Kingdom to travel to <<Named Destination>>**

The border guards of some countries may ask for evidence that the staff involved in any international visit are acting in 'loco parentis' and have an agreement with the parent or carer to be able take those children out of the United Kingdom.

By signing this letter, you are agreeing for DHSG staff to take your child out of the United Kingdom for the <<Name of Visit>>, and acknowledge that they are acting in loco parentis.

Please return a signed copy of this letter to <<Trip Leader>> by <<Date>> at the latest.

Yours faithfully

<<Name>>, Trip Leader

<<Name of Visit>>

---

I, \_\_\_\_\_ (parent/carers) agree for the staff of Devonport High School for Girls named below, to take my child \_\_\_\_\_ (<<Child's Name>>) out of the United Kingdom <<Dates of Visit>>, and I acknowledge that they will be acting in loco parentis for the duration of their visit.

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Off-site Activities – What Goes on Evolve?

This is a list of what should be included on Evolve for the various categories; it is by no means exhaustive. Much of this information is available in the school policy and guidance for activity planning. Staff should pass to the Head's PA on completion of the activity, of any notes made on the activity and any necessary reviews post-activity.

Off-Site Activity Classification	A	B	B(s)	C	C1
<b>STAGE 1</b>					
DHVT1 – Uploaded to Evolve, TBC by SLT for Calendar, Finance, EVC	●	●	●	●	●
Letter to Parents/Carers – activity information, cost, date and times	●	●	●	●	●
<b>STAGE 2</b>					
Safeguarding Conversation – student list signed by Safeguarding Lead	●	●	●	●	●
DHVT4/8 (Electronic) – Parental Permission for all student members of the activity	-	-	-	●	●
Parent/Carer Letter(s) – (for activities class A, B & B(s) letter from stage 1 may suffice)					
<ul style="list-style-type: none"> <li>Activity description, travel details, times and dates</li> <li>Emergency contact details home base and activity leader, itinerary, accommodation</li> <li>General/specific information, clothes, dress, equipment, money, food/drink</li> <li>Code of conduct – expected parental support</li> <li>Summary of any 'Parental Presentations'.</li> </ul>	○ - ○ - -	○ ○ ○ - ○	○ ○ ○ - ○	● ● ● ● ●	●● ●● ●● ●● ●●
Contact List for all participants separate copy to attendance office	●	●	●	●	●
Staff DHVT5s	●	●	●	●	●
Individual Needs – include dietary, medical, cultural; DHVT6, DHVT7 and DHVT8 Student needs identified and risk assessed for student inclusion.	●	●	●	●	●
Code of Conduct (DHVT10) and signed responses	-	-	-	●	●
Full Itinerary	●	●	●	●	●
Travel Arrangements – provider details, flights, etc	○	○	○	●	●
Accommodation – address/contact details				●	●
RISK ASSESSMENT (DHVT3) – based on all elements of the activities listed above, special needs (medical and Dietary), transport, (remote) supervision, accommodation, contact with the public, hazardous activities, other factors effecting delivery and management of the activity.	○	●	●	●●	●●●
Emergency Contact Details home base and accompanying staff identified	○	●	●	●●	●●
Staff Briefing Notes - based on complexity of activity – copy of briefing packs	○	○	○	●●	●●
Copies of Student ID Cards - emergency cards, emergency contact cards	-	-	-	●	●
Passport Details and photocopies if needed/DHVT12 if overseas residential	-	-	-	●	●
Photo Permissions - any press, photographic, video release documents	○	○	○	○	○
Hazardous Activities - identified, fully risk-assessed and documented	○	○	○	○	○
Plan B – emergency plan – not identified in RA		○	○	●	●
Any Other Documents or contracts from outside agencies, providers	-	○	○	●	●
Specific Arrangements - other situations which complicate the activity management:					
<ul style="list-style-type: none"> <li>Early repatriation of staff/student, reasons</li> <li>Staff travelling with partners or own children</li> <li>Student/staff from other educational establishments, school contacts</li> <li>Special elements of travel or arrangements at destination (e.g. Homestays)</li> <li>Limited communication at destination</li> </ul>	- - - - ○	- ○ ○ ○ ○	○ ○ ○ ○ ○	● ● ● ● ●	●● ○● ○● ● ●

**KEY:** '-' Unlikely to be required '○' Needs consideration '●'/'●●'/'●●●' Essential & Important



## Post-Activity Evaluation Form

To be completed at the end of each visit and filed with the visit details for retention for six years.

The purpose of this document is to highlight good practice and to record any incident or 'near-miss'. This will assist the planning of future visits and improve the risk assessment and/or code of practice being used.

**Off-Site Activity:** ..... **Activity Leader:** ..... **Dates:** ..... to .....

**Any elements of the planning or risk assessment which you consider enhanced the experience, safety and/or well-being of the students/staff involved. Which of these would you recommend to other activity leaders?**

**Any incident or near-miss that will cause changes in the planning or the risk assessment. Please include what new controls, if any, will be implemented.**

**Any issues of planning or delivery that can be improved after consideration of this visit which benefit the educational value, safety and/or well-being of the students/staff involved. What changes will be made?**

**Signature:** ..... (*Activity Leader*) **Dated:** .....



## Off-Site Activities EMERGENCY PROCEDURES

*School Telephone Number – (01752) 705024 & Out of Hours – Mr Sargeant*

### In the event of an accident:

1. Establish your own safety
2. Ensure the safety of the group
3. Give immediate help to any casualties
4. Get help

### Aim to:

1. Preserve life
2. Prevent the condition worsening
3. Promote recovery

### First aid check:

1. **Breathing** - Clear the airway – artificial ventilation
2. **Beating** - Check circulation – external chest compression
3. **Bleeding** - Look and feel – pressure & elevation
4. **Breaks** - Look and feel for irregularities – support
5. **NOTE:** - Do not move a casualty if you suspect serious neck or back injury unless their life is threatened

### Essentials:

1. Monitor – record all events and details – establish witness contact details
2. Treat for shock – reassure and keep warm
3. Remember the rest of the group – safety, comfort, shock
4. Do not split the group – unless it is the only way to get help – leave nobody on their own.
5. Control indiscriminate use of mobile phones by the rest of the group
6. Ensure that a leader accompanies any casualties to hospital

### Action:

1. Get qualified help asap – note your location accurately
2. Contact your school, centre, unit or base – you may be in shock and need support
3. News travels fast – your school, centre, unit or base will need accurate information
4. Do not admit anything
5. Do not sign anything
6. Do not talk to the press – refer to your employer's media officer
7. Direct contact with parents should be through your establishment SLT

### **Incident recording:**

Make an accurate record of all details as soon as possible – ***do not leave this until later when your memory of details may be confused.***

### **Record details of:**

1. Time, date and nature of the incident
2. Accurate incident location
3. Names of casualties
4. Details of injuries
5. Names of others involved but not injured
6. Locations of all involved when moved from the site
7. Names and contact details of witnesses
8. Action taken
9. Action still to be taken
10. An agreed forward plan

### **Notification:**

1. Notify the police if necessary
2. Notify the British Embassy/Consulate if abroad
3. Parents should be notified at the earliest opportunity – preferably by your school or unit senior contact
4. Notify insurers
5. Notify the tour operator/provider
6. Media enquiries should be referred to ***a designated media contact***
7. Do not discuss legal liability with others
8. Complete accident forms – remember RIDDOR Regulations 1995



## Code of Practice – Operational Procedures for Remote Supervision

**Off-Site Activity:** .....

**Activity Leader:** .....

**Dates: From** ..... **to** .....

**Remote Supervision** – the name given to the practice of allowing students to complete tasks in a pre-defined location outside the direct sight of supervising staff. Parents need to be informed if this activity is included as part of a visit or trip.

- Groups to be fully briefed before event what the educational aim of the activity is.
- Groups to be briefed on the expected behaviour during the activity.
- Groups to be briefed on the physical boundaries of the activity, including any other exclusion in the defined area. Students are not to leave the defined area for any reason.
- Groups to be briefed on time limitations of activity, and a final meeting point identified, and meeting time defined.
- Member(s) of staff to be stationed at a pre-determined point, at all times during the activity, in case of difficulty,
- Students briefed on dealing with members of the public, and what action to take if approached.
- Buddy systems to operate when pupils are outside direct supervision of staff. (Three is better than two.)
- An emergency mobile number to be given to all students in case of difficulty or emergency.

*(Optional, but recommended depending on activity and location size).*

**Signed:** \_\_\_\_\_ (Activity Leader)    **Date:** \_\_\_\_\_



## Code of Practice – Operational Procedures for Travel by Coach/Minibus

**Off-Site Activity:** .....

**Activity Leader:** .....

**Dates:** From ..... to .....

### Travel by Coach

- Use an approved coach company who guarantee that drivers are vetted and DBS checked.
- Use a safe place for loading and offloading the coach. Departure point suggested as 'Park & Ride', Central Park.
- All members of the party will be seated and use seat belts.
- Students who suffer travel sickness are identified before departure and suitable preparations made. There should be no eating on coach journeys other than for medical needs.
- Keep the use of mobile phones to a minimum as this is a driver distraction.
- Suitable systems should be in place to keep litter to minimum and out of the aisles.
- On a long journey a supply of drinking should be available.
- Stops at services should be planned, and students advised of journey times for leaving service areas.
- 'Buddy system' should be used for the use of service conveniences.
- Member of staff located at an identified central point in the service area in case of student difficulties.
- Registers to be taken after every planned stop.
- Emergency stops. No student to leave the bus until told to do so by the driver of the vehicle, or after a member of staff has carried out a dynamic risk assessment.

### In the Event of a Vehicular Accident

- Obey all instructions of the driver of the vehicle.
- If students need to exit the coach they should be marshalled at a safe distance from the incident, and away from the road-way.

**Signed:** \_\_\_\_\_ (Activity Leader)    **Date:** \_\_\_\_\_



## Code of Practice – Operational Procedures for (Urban) Walking in Groups

**Off-Site Activity:** ..... **Activity Leader:** .....

**Dates:** From ..... to .....

### Group walking - URBAN

- All members of the party should be briefed on the route, major hazards, such as roads, obstacles, building or road works, how the party will deal with these hazards and the expected standard of behaviour.
- Routes should allow for students to be **controlled in ordered groups of correct staffing ratios to ensure effective supervision.**
- Routes should facilitate careful crossing of roads, maximum separation from the road and traffic on it and an orderly progression during the journey.
- The route should be planned and major hazards identified to all group leaders who need a copy of the planned route.
- Use is made of all pedestrian facilities on the route to maximise safety. (Use of foot bridges/pedestrian crossings/pedestrian areas/traffic lights are examples of good route planning).
- Students should be made aware of the need to carry a minimum amount of personal and/or valuable possessions.
- Mobile phones should not be used whilst walking, and use of these in public places kept to a minimum or not at all.
- Suitable clothing should be worn for the prevailing weather conditions. This includes sun-screen and sunhats when necessary. Students should not be bare shouldered.
- Students should have access to food and fluids during the course of the activity.

- Students should be made aware of the quality of the walking surface. Risks of **trips, slips and falls** are increased by uneven or loose surfaces, and effects of adverse weather such as ice, snow or frost.
- Students should wear appropriate footwear for the type of activity envisaged.
- If the walk should pass close to open water, assessment of the risk of falling or entering the water must be made, and action taken to minimise the risk.
- Planning should take into account any environmental influences that may affect students; allergies to plants, insect bites, domestic animals are examples of these risks.
- Loss of students. Students need to know what action to take if separated from the party. Mobile phones, meeting points and wearing school uniform or distinct colours will help with this control.
- At all times students must walk in controlled groups. Activity leaders must ensure that students do not get in front of, or lag behind the main walking group.
- Head counts should be taken at appropriate points on the walk.
- Stranger danger. Students briefed on what actions to take if approached by members of the public for whatever reason. Students should never be alone; they should always be in a 'buddy' situation of two or more other students or staff.

**Signed:** \_\_\_\_\_ (Activity Leader)    **Date:** \_\_\_\_\_