



Goldwyn School

Activities and Educational Visits Policy

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| Review Body: | Mark Sibley/Learning & Inclusion |
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| Review Period: | Every 3 Years |
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| Last Reviewed: | September 2020 |
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| Review Date: | September 2023 |
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*“It has long been acknowledged that students can derive a good deal of educational benefit from taking part in visits with their schools. In particular they have the opportunity to undergo experiences not available in the classroom.”*Health and Safety of Students on Educational Visits – DfES 1998

*“Outdoor learning supports academic achievement, for example through fieldwork projects, as well as the development of ‘soft’ skills and social skills, particularly in hard to reach children. It can take place on school trips, on visits in the local community or in the school grounds.”*House of Commons Education and Skills Select Committee – February 2005

*Outdoor Education gives depth to the curriculum and makes an important contribution to students physical, personal and social education.*Outdoor Education- Aspects of good practice – OfSTED – Sept 2004

*Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and when we learn.*Learning Outside the Classroom – KCC - 2012

On site Activities and Student Led Learning:

It is the responsibility of the members of staff concerned to organise the equipment required for the activities they intend to engage in. All equipment must be organised in advance, and be available for the start of the given activity. If there are any problems regarding equipment for leisure activities then staff should report this to either the Health & Safety Officer or a member of the SMT.

There are various factors to take into consideration when planning a 'structured activity', or when allowing students to engage in 'unstructured activities':

No activity may be engaged in by a member of staff unless s/he is qualified to supervise the activity. All proposed activities are to be submitted to the SMT, who may ask to see qualifications for specific activities. Staff must also be aware of the current safety regulations in relation to the activities they offer, and all safety regulations specific to the activity must be followed at all times

Safety

Any activity in which you are not satisfied that all students will be safe should not be undertaken. In addition to this there are various precautions that you should take before commencing any activity:

Make sure you know what the activity involves before you decide to engage in it. It may sound great on paper, but when you see it in action it may not seem as suitable.

Complete the risk assessment sheet having taken the following into account:

Check that you have all the equipment that you need for the activity, and that it all works. Mountain biking is great, for example, but only with helmets. If 'safety' equipment is not available then the activity does not take place.

Check the location you have in mind for the activity - Is it frosty? Is it too wet? Is the floor too slippery? Are there stones or broken glass? etc.

Check that all students are medically capable of taking part in the activity. You should always check the medical list.

Make sure that you are aware where the first aid equipment is, should you need it, and who are the qualified First Aiders.

Make sure that all equipment is locked away after the activity, especially equipment that could be misused, eg. Solvent glue, aerosols, scissors, knives, etc.

You must always make sure that every student has listened to safety instructions and that s/he understands them. If you have any doubt concerning the ability of any student to understand the instructions, or his ability to carry them out, then he must not take part in the activity.

At the beginning of every activity the member of staff in charge, after checking the above, must be satisfied that s/he can undertake the activity with the student in the group and maintain efficient control at all times. If a member of staff feels this cannot be achieved, due to the nature of the group or the activity chosen, then the activity does not take place.

Music may be used as an accompaniment to an activity, but the volume and selection of music needs to be carefully monitored.

The Group

There are various factors to consider in relation to activities:

1. The age of the student involved. Is the activity appropriate for their age group, or is it more suitable for younger or older student?
2. The age and size difference between the students. This may be very small, or it may be a gap of 5 years. Make sure the activity is appropriate for the range in the group.
3. The size of the group. Will the activity work with the number of students you have? While staff are encouraged to participate in activities it is to be remembered that the activity is for the student, not the staff. As a general guide, for every 3 students there should be one member of staff – more staff may be required depending upon the group and the activity planned and the individual student risk assessments.
4. The general ability of the group. The activity may seem appropriate for the age and size of the group, only to find out that none of them possess the ability to play the game. They will soon get bored, frustrated, annoyed, angry, etc and everything will break down.
5. The general 'emotional state' of the group. If they are 'high' they may need an activity to calm them down, they may be generally 'down' and need 'pepping up', they may need to 'let off steam', they may need time on their own as individuals away from each other. The important point being that you need to respond to the needs of the group and engage them in an activity that is appropriate at the time. Sometimes the activity that you had planned would go ahead as usual, with the boundaries reinforced and careful organisation of individuals. Sometimes you might have to start with a different activity and then move onto your main activity, or end your session with a specific activity. Occasionally you may have abandon your planned activity altogether.

The Individual

There are various factors to consider in relation to the 'individual', in both group and individual activities

- Students need to be involved in the planning and choice of leisure activity.
- Can the student generally cope with the activity he/she is about to engage in? Does s/he have sufficient skills (physical/intellectual/emotional) to make the activity a positive experience for him? If not can you offer the support needed?
- Will the student be able to cope within the group? Is it too large? Is it too small? Are there people s/he finds it difficult to get on with? What can you do to structure the situation to support? Perhaps specific responsibilities, pairing with another student, the physical placing during the activity, personal attention from you, giving an option to opt out at certain times, offering incentives, or simply reinforcing the structure?
- What is the present emotional state of the student? Does s/he appear to be more anxious or withdrawn than usual? Is s/he presenting behaviour that would lead you to believe that s/he was unsettled emotionally? Is s/he emotionally settled enough to take part in the proposed activity? Do you need to reinforce the structure? Do you need to talk on a 1 to 1? Do you need to employ any of the strategies above?
- Have you carried out a risk assessment on each student?
- There may be specific reasons why an individual should not engage in a certain activity. If a student is known to abuse solvents, for example, it is not appropriate to allow the use solvents if you know you cannot offer personal support

Time

1. How much time do you have? 15mins? 30mins? 1 hour? 2 hours?
2. Do you have enough time for the activity to be completed? Remember 'check' prior to changing and showering prior to check at the end of activities.
3. Does the activity need to be planned well in advance? Do you need specific equipment that needs to be booked, or only certain dates you can use?
4. Will the activity be concluded in one session, or will it extend over various weeks?
5. If you have too much time how will you fill in the remainder?

The Purpose

Activities can have many purposes:

1. To develop skills specific to the activity undertaken, eg. specific football skills.
2. The activity may be part of an award, and may have a purpose not only in itself but also as a part of an overall scheme or approach.
3. The activity may be used in order to develop skills that are not specific to the activity undertaken such as: self-awareness, social skills, decision making, listening, verbal/non-verbal communication, sharing, trust, responsibility, logical thinking, creativity, co-operation, motor skills, spatial awareness, observation, awareness of others, relationships, co-ordination, or numeracy.
4. The activity may be used to challenge, or change, attitudes, values or morals.
5. You may use an activity to assess a student's skill development in various areas against criteria laid down in the National Curriculum, or various award schemes.
6. The activities (individual or group) may be arranged so as to break down various defensive barriers an individual may have, and enable students to become more 'open' and receptive
7. The activity may be offered as a 'reward'.

NOTE:

If any problems occur during the activity period they should be dealt with as quickly as possible. The activity may be stopped for an individual student (who then may sit and watch) or the activity could be stopped for the whole group (who then spend a period of time calming down). If such measures are taken then a member of the Senior Management Team should be informed at the appropriate time. If any staff feel any incident has not been dealt with sufficiently then they should ask a member of the Senior Management Team to deal with the situation straight away.

Off Site Activities:

External activities, including residential trips are organised in accordance with KCC policy and practice.

Staff are made fully aware of their responsibilities around insurance and health and safety issues, together with those activities which require specific training and experience.

Staff are trained in safety, leadership, first aid and procedures in emergency.

Students may not participate in external activities unless written permission is obtained from parents/carers and a risk assessment has taken place. This includes relatively 'low-risk' activities such as shopping and visiting local amenities. It is essential that only the venues planned in advance are visited. If for any reason the venues are altered SMT must be informed prior to this happening and new consent from parents/carers obtained.

All potentially high risk Off Site activities are vetted through KCC's EVOLVE system (Kent's Visits Notification and Approval System)

Procedure

- Proposed External Activity Form completed by visit leader.
- Insurance requirements checked.
- Form submitted to SMT for approval.
- On approval, form passed to office for financial processing.
- Vehicles booked
- Kitchen informed of food requirements
- Specific regulations regarding the activity considered. (Regulations regarding specific 'adventurous' activities are found on the Evolve site.)
- A **written** risk assessment must be made for every off-sight activity and/or residential trip that the student undertakes whilst at Goldwyn School. This assessment must be completed by the leader of the activity. The purpose of the risk assessment is:
 - Identify the risk
 - Calculate the severity
 - If the severity is too high, decide on modification or controls necessary to reduce the risk to an acceptable level.
 - Record the controls or strategies necessary to maintain the risk level requires.
 - This risk assessment must be made in conjunction with the standard risk assessment completed for each student, which is located in a file in the staff room.
- Staff to accompany group chosen.
- Staffing considerations noted for timetable changes
- Students chosen for the activity.
- Student individual risk assessments check and considered.
- Parental consent and medical information sought
- Final choice of participants made.
- Following activity, de-briefing with Head of Centre/School, evaluation form may need to be completed.
- All paperwork regarding the activity collated, filed and kept in the SMT/ Head of Centre/School or school office.
- **Staff leading and supervising the trip must meet with the Head of Centre/School and Centre Visits' co-ordinator at least one day before the trip to carry out a final check on accuracy and completion of information including updating any risk assessments, contacting parents/carers or the venue.**

Procedures for Residential Trips

All residential trips will require Governor approval at least 6 weeks in advance. Dates are normally published annually and presented to the FGB prior to the new school year.

As above with the addition that the information is filled out on the Evolve site informing the LA of any residential trips that are planned, and a complete file containing the following will be taken by the leader:

- Relevant information relating to Child Protection Issues
- First Aid Box contents requirements
- Special Considerations for Adventurous Activities
- Individual Activities:
 - Safety on the Water/Land
 - Prevention/Treatment for Hypothermia
 - LA Regulations and Guidance
 - Blank Risk Assessment Forms for each activity
 - Activity Evaluation Forms
- Student Consent Forms
- Student Medication Information

- Student Individual De-escalating Techniques and Risk Assessments
- Emergency Procedures

Information packs should be provided to the parents/carers before the visit takes place. This should provide information about emergency procedures. Parents should be invited to attend a meeting at the centre where they can ask questions and risk assessments can be updated.

Staff leading and supervising the trip must meet with the Head of Centre/School and Centre Visits' co-ordinator at least one day before the trip to carry out a final check on accuracy and completion of information including updating any risk assessments, contacting parents/carers or the venue.

Regular Timetabled Off-site activities

In order to enhance students learning activities are often scheduled that take place outside the classroom and within the wider community. Short outings with Keyworking/mentoring staff can help build valuable trusting relationships between small groups of students and facilitate positive relationship building with key staff. These might be part of the informal Social Emotional development curriculum (SEAL) or as a part of a discreet subject area such as PSHE or Global dimensions. In the past students have been helped to feel part of their community by decorating the Christmas Tree in the local church, playing in the park, recycling school waste and shopping in the local supermarket.

These activities may be a 'one-off' or be part of a series of interventions. They are subject to the same risk assessments, medical information and parent/carer consents as large scale trips. There is however a separate form (on Page 10 of this policy) to be completed prior to the trip and signed off by the Head of Centre/School

GOLDWYN SCHOOL

EXTERNAL VISIT/ACTIVITY

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|------------------|--------------------|-----------------|----------------------|
| Date: | Time of Departure: | Time of Return: | Entered in SMT Diary |
| Purpose of Trip: | | | |
| Location: | | | |

| Name | FSM? | Unit/Class | Individ RA? | Emergency Meds Form | Paid? | Consent letter for activity specified |
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|---|---------------|---------------------------------|
| Parent/Carer Letter approved by SMT: and sent? Y/N | Y/N | |
| Names of Staff Involved: | Visit Leader: | |
| Lunch Arrangements: | | Kitchen informed Y/N |
| How many FSM? | | Booked Y/N |
| Special Arrangements: | | |
| Clothing | | |
| Mobile Phone required Y/N | | Booked Y/N |
| Video Camera Y/N | | Booked Y/N |
| Equipment | | |
| Emergency Medical Consent forms Completed and packed? | | Y/N |
| Individual Risk Assessments Completed & Packed? | | Y/N |
| School Risk Assessments completed and packed | | Y/N |
| EVO Risk Assessment required Y/N | | Completed Y/N Date |
| Travel arrangements in and out of School (vehicle required?) | | Trans Man. Aware? Booked Y/N |
| Cost:Per Adult: Per Student Total | | Approved by SMT Y/N |
| Finance Arranged: | | Y/N Date |
| Governors informed (residential visits) | | Y/N Date |
| Confirmation of paperwork and risk assessments completed | | |
|signature of Trip LeaderDate | | |
| Approved by Head of School -signature | | Y/N Date |
| Approved by Pastoral Manager -signature | | Y/N Date |
| Approved by Principal -signature | | Y/N Date |
| Copies to:SMT <input type="checkbox"/> Kitchen <input type="checkbox"/> Transport <input type="checkbox"/> EVO <input type="checkbox"/> Office <input type="checkbox"/> | | |

Please complete this form 4 weeks before visit or 7 weeks if EVOLVE required **MONEY NEEDS TO BE ORDERED ONE WEEK BEFORE TRIP:** All money must be paid into the office as they are received .

If the details on this sheet need to change you must complete a new sheet for signing

GOLDWYN SCHOOL

Regulated Timetabled off-site Social/Community Activities

This form should be completed when planning a specific programme involving leaving the school site. It may be used for a one-off activity or for a block of activities over a number of weeks with the same group of students. Parent/carer consent must be obtained for each date.

These activities need to be deemed very low risk by the Head of School/Centre Manager.

Students and staff must be signed out at reception

| Date(s): | | Time of Departure: | | Time of Return: | | Entered in SMT Diary |
|--|-----------------------|--------------------|---|---------------------|------------------------|--|
| Programme Description: (Aims and programme plan) | | | | | | |
| Venue(s): | | | | | | |
| Name | FSM? If applicable | Unit/Class | Individual RA? | Emergency Meds Form | Paid? If applicable | Date Parent / carers consent obtained. This must also be recorded on Crosby |
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| Names of Staff Involved: | | | Visit Leader: | | | |
| Lunch Arrangements: | | | Kitchen informed Y / N / not applicable | | | |
| How many FSM? | | | Booked Y / N / not applicable | | | |
| Special Arrangements: | | | | | | |
| Clothing | | | | | | |
| Mobile Phone required Y/N | | | Booked Y / N / not applicable | | | |
| Video Camera Y/N | | | Booked Y / N / not applicable | | | |
| Equipment required? | | | | | | |
| Travel arrangements in and out of School (vehicle required?) | | | Transport Manager Aware? Booked Y / N / not applicable | | | |
| Cost:Per Adult: | | Per Student: | | Approved by SMT Y/N | | |
| Total | | | | | | |
| Finance Arranged: | | | Y/N Date | | | |
| Approved by HOS/Centre Manager: | | | Date | | | |

Off Site Visit Evaluation form

Location - Name Address Telephone No and Contact:

Activity/ies offered:

Cost: Per Child

Per Adult

Group Reduction

Minibus/Car/Coach

Time required (including journey)

Equipment provided First aid facilities?

Nearest hospital

Ideal time of year?

Refreshments available?

Toilet facilities?

Experience of student with SEMH?

Adequate supervision at location?

Uniformed personnel?

Insurance required?

Can senior student be left unsupervised at any time safely?

National curriculum relevance – key stage 3 / 4 sustained?

Was the interest level

What skill level was required?

Pre-visit briefing of benefit?

Evaluation of trip

Aims and objectives:

Value for money?

Student ' involved and their responses:

Staff involved and their responses:

Group Behaviour

Would you recommend a re-visit by the school?

Initial Risk Assessment

Proposed Activity:

What do I know about this activity/ environment ? Previous visits?

Student Group: Which Class? Age group?

What do I know about this group? Have they worked together before?

What are the main areas of risk? – due to particular students? Combinations of students?

How will sensory sensitivity issues (eg ASD) be managed eg Noise, Crowds, smells etc?

Do students require written itinerary/ instructions – shared in advance? With parents/carers?

How do I keep students from getting bored? restless? stressed?

Which staff will be required?

How will the staff be deployed to ensure maximum levels of supervision at all items? On the journey? During the activity?

Can I staff this activity adequately enough to manage the group tightly?

Please record any modifications/controls/strategies that you will employ to ensure the safe continuation of the activity.

Signed:

Date:

Further documentation to be completed:-

Appendix 1 - Generic Risk Assessments

Appendix 2 - Blank Risk Assessment

Appendix 3 - Generic School Own Minibus

Appendix 4 - Individual Student Risk Assessment

Appendix 5 - External Visit/Activity Form

Appendix 6 - Regular Timetabled Off-site Social community activities

Appendix 7 - Initial Risk Assessment

Appendix 8 - Off-site visit Evaluation form