



Policy for the Management of Outdoor Education, Visits and Off-Site Activities

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 2016" (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 *St Mary's Catholic Primary School*. This policy also complements and should be read in conjunction with the school's Health & Safety and Safeguarding Policies.

2. Responsibilities of the Headteacher (who is also the Educational Visits Co-ordinator)

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

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 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/carers

Parents/ carers 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) which are used in school. 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 SOP are adequate for controlling the risks. For each visit/activity, the SOP document will be generated in either hard copy or electronically (*from the staff secure area of the school website*) 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.

Any ad hoc visit which is 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 Headteacher/EVC will be responsible for approving all 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.

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 on-line system to facilitate the approval by the Headteacher/EVC ahead of final endorsement by the Local Authority Adviser for Outdoor Education.

The policy of *St Mary's Catholic Primary* is that Category A visits be uploaded to the staff secure area of the school website to allow Governors, the Headteacher and the EVC to monitor the management of off-site visits.

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 Babcock LDP website: www.babcock-education.co.uk/ldp

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/EVC *and* records of qualifications may be uploaded to the Evolve system.

12. Action in the case of emergency

The Headteacher/EVC 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 in accordance with the school health and safety policy. Accidents and incidents will subsequently be reviewed within the school to identify any learning points.

13. Monitoring and review

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

.....
Chair for the Governing Body

.....
Date

.....
Headteacher

.....
Date

APPENDIX A – PRIMARY STANDARD OPERATING PROCEDURES USING GENERIC STANDARD OPERATING PROCEDURES

The following Standard Operating Procedures (SOP) are designed to make the risk assessment process more straightforward for visits which are 'routine and regular'. The generic document below has been pre-populated with typical hazards and their associated control measures which would apply in routine visits and off-site activities undertaken.

The Head and Educational Visits Coordinator should review these generic controls (third column) against the specific needs of the schools 'routine and regular' visits and activities and amend them accordingly. Specifically: delete anything that does not apply, add anything local that you have in place but is not listed and amend each bullet point so that it describes exactly your situation.

The final SOP document represents the control measures which should be applied by staff in for all 'routine and regular' visits.

The SOP forms part of the School Outdoor Education, Visits and Off-Site Activities Policy document.

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

Copies of the SOP should be uploaded to 'Establishment Documents' in the resources section of Evolve.

The Visit leader should take the most appropriate SOP and name it and date it for the visit/s and then judge if the SOP adequately controls the risks.

The Visit leader should then add any additional comments in the 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.

If the SOP 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 SOP.

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



St Mary's Catholic Primary School, Buckfast

DAY VISITS USING TRANSPORT

Name of assessor / Visit Leader	Signature	Date or risk assessment:	
Proposed Activity / Visit		Date/s of visit/activity:	
Risk assessment declaration: <i>(delete as appropriate) the below Standard Operating Procedures are <u>sufficient / insufficient</u> to control the risks presented by the above activity/visit.</i>			
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>
Management Arrangements			
		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column
Management arrangements for all visits Injuries or incident arising from lack of staff competence /	Pupils	<ul style="list-style-type: none"> All activities will be undertaken in accordance with general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2018</i>. Planning Checklist used to check that all reasonable steps have been taken to manage the risks. Visit Leader identified who will assess if these Standard Operating Procedures are adequate for the activity/visit. 	Specify the minimum staff/pupils ratios; Specify what information/instructions are provided to pupils (emergency actions

<p>inadequate supervision / inadequate management arrangements / incompetent external providers</p>		<ul style="list-style-type: none"> • 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 activity specific enhanced risk assessment • 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 activity specific enhanced risk assessment. 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. • Appropriate parental consent is obtained • Arrangements overseen by Educational Visits Coordinator, Nicola Slack, who attended training in June 2016. • All visits approved by the Headteacher/ EVC and Deputy Safeguarding Lead or another member of SLT who has attended the EVC training. • Arrangements for Category B and C Visits endorsed by Babcock LDP 	<p>cards etc.)</p> <p>Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)</p>
<p>Emergency arrangements</p> <p>Incidents of injuries being exacerbated by absence of First Aid</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 	<p>Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be</p>

<p>and emergency arrangements</p>		<p>considered in an activity specific enhanced risk assessment</p> <ul style="list-style-type: none"> • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • 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 • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group. 	<p>referred to and do not to be included in full here)</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 Cold, wet, sun exposure.</p>	<p>Staff and pupils</p>	<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. 	

Travel Arrangements			
<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 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 checks to make sure that they do so. 	<p>Specify 'N/A' if coach not being used</p>
<p>Travel by car / use of private vehicles</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> ▪ Driver ensures that pupils wear seatbelts. ▪ Pupils briefed about behavioural expectations and not distracting the driver ▪ Departure and return times made known to pupils, staff 	<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>and parents</p> <ul style="list-style-type: none"> ▪ 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 must be undertaken for those who regularly transport children. DCC/Torbay recommends that DBS checks undertaken for all drivers] 	
<p>Travel by minibus Road traffic collisions / lack of driver competence / injuries sustained by failure to</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 	<p>Specify 'N/A' if minibus not being used. Specify minibus drivers' licence category;</p>

<p>wear seatbelt / driver fatigue</p>		<p>tyre/jack/fuel.</p> <ul style="list-style-type: none"> ▪ First Aid kit and fire extinguisher carried. ▪ Pupils instructed to wear seatbelts and staff checks 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 without 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. Passenger movements around minibus limited. 	
<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 ▪ Brief pupils how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure ▪ Brief pupils to remain in pairs or small groups 	

		<ul style="list-style-type: none"> ▪ 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 take 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 what your plan. 	

		<p>Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable.</p> <ul style="list-style-type: none"> ▪ 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 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 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. ▪ 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 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 	

		<ul style="list-style-type: none"> ▪ 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>	<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. ▪ 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. 	<p>Specify 'N/A' if public transport not used.</p> <p>Specify the procedures if the group is accidentally separated.</p>

Name of Principal:	Sign:	Date:
Name of Designated Safeguarding Lead:	Sign:	Date:



St Mary's Catholic Primary School, Buckfast

DAY VISITS WALKING FROM SCHOOL / ESTABLISHMENT

Name of assessor / Visit Leader		Signature		Date or risk assessment:	
Proposed Activity / Visit				Date/s of visit/activity:	
<p>Risk assessment declaration: (delete as appropriate) the below Standard Operating Procedures are <u>sufficient / insufficient</u> to control the risks presented by the above activity/visit.</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>	
Management Arrangements					
		Visit Leader should NOT amend this column		Visit Leader should add additional comments in this column	
Management arrangements for all visits Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management	Pupils	<ul style="list-style-type: none"> All activities will be undertaken in accordance with general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2018</i>. Planning Checklist used to check that all reasonable steps have been taken to manage the risks. Visit Leader identified who will assess 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 		Specify the minimum staff/pupils ratios; Specify what information/instructions are provided to pupils (emergency actions cards etc.)	

<p>arrangements / incompetent external providers</p>		<p>will be detailed in the activity specific enhanced risk assessment</p> <ul style="list-style-type: none"> • 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 activity specific enhanced risk assessment. 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. • Appropriate parental consent is obtained • Arrangements overseen by Educational Visits Coordinator Nicola Slack, who attended training in June 2016. • All visits approved by the Headteacher/ EVC and Deputy Safeguarding Lead or another member of SLT who has attended the EVC training. • Arrangements for Category B and C Visits endorsed by Babcock LDP 	<p>Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured 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 	<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>

		<ul style="list-style-type: none"> • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • 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 • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group. 	
<p>Using external providers</p> <p>incompetent external providers / failure to coordinate supervision with external provider</p>	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 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 • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. 	

		<ul style="list-style-type: none"> • 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 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. ▪ Emergency plan is in place for eventuality of separation of child from group 	

		<ul style="list-style-type: none"> ▪ Coach/minibus disembarkation point chosen to avoid busy traffic routes ▪ Route planned and walked ahead 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. 	
Name of Principal:		Sign:	Date:
Name of Designated Safeguarding Lead:		Sign:	Date:



St Mary's Catholic Primary School, Buckfast

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>(delete as appropriate) the below Standard Operating Procedures are <u>sufficient / insufficient</u> 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>
Management Arrangements			
		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column
Management arrangements for all visits Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management	Pupils	<ul style="list-style-type: none"> All activities will be undertaken in accordance with general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2018</i>. Planning Checklist used to check that all reasonable steps have been taken to manage the risks. Visit Leader identified who will assess 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 	Specify the minimum staff/pupils ratios; Specify what information/instructions are provided to pupils (emergency actions cards etc.)

<p>arrangements / incompetent external providers</p>		<p>Leader to have additional specific competencies, this will be detailed in the activity specific enhanced risk assessment</p> <ul style="list-style-type: none"> • 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 activity specific enhanced risk assessment. 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. • Appropriate parental consent is obtained • Arrangements overseen by Educational Visits Coordinator Nicola Slack, who attended training in June 2016. • All visits approved by the Headteacher/ EVC and Deputy Safeguarding Lead or another member of SLT who has attended the EVC training. • Arrangements for Category B and C Visits endorsed by Babcock LDP 	<p>Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured 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 	<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>

		<ul style="list-style-type: none"> • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • 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 • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group. 	
<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 • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. 	

		<ul style="list-style-type: none"> • 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 Cold, wet, sun exposure.</p>	<p>Staff and pupils</p>	<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. 	

Travel Arrangements			
<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 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 checks to make sure that they do so. 	<p>Specify 'N/A' if coach not being used</p>
<p>Travel by car / use of private vehicles</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> ▪ Driver ensures that pupils wear seatbelts. ▪ Pupils briefed about behavioural expectations and not distracting the driver ▪ Departure and return times made known to pupils, staff 	<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>and parents</p> <ul style="list-style-type: none"> ▪ 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 must be undertaken for those who regularly transport children. DCC/Torbay recommends that DBS checks undertaken for all drivers] 	
<p>Travel by minibus Road traffic collisions / lack of driver competence / injuries sustained by failure to</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 	<p>Specify 'N/A' if minibus not being used. Specify minibus drivers' licence category;</p>

<p>wear seatbelt / driver fatigue</p>		<p>tyre/jack/fuel.</p> <ul style="list-style-type: none"> ▪ First Aid kit and fire extinguisher carried. ▪ Pupils instructed to wear seatbelts and staff checks 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 without 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. Passenger movements around minibus limited. 	
<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 ▪ Brief pupils how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure ▪ Brief pupils to remain in pairs or small groups 	

		<ul style="list-style-type: none"> ▪ 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 take 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 what your plan. 	

		<p>Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable.</p> <ul style="list-style-type: none"> ▪ 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 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 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. ▪ 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 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 	

		<ul style="list-style-type: none"> ▪ 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>	<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. ▪ 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. 	<p>Specify 'N/A' if public transport not used.</p> <p>Specify the procedures if the group is accidentally separated.</p>

Continued.....

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 holds 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</p>
<p>Supervision and privacy</p> <p>Safeguarding concerns / incidents arising from lack of supervision</p> <p>Sexual assault / vexatious accusations of sexual assault / sexual grooming / violence/incident</p>	<p>All participants and staff</p>	<ul style="list-style-type: none"> ▪ Separate male and female sleeping accommodation and washing facilities are provided. ▪ 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 ▪ 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 	

<p>arising from failure to supervise</p>		<ul style="list-style-type: none"> ▪ Dormitories are for the exclusive use of the group concerned. 	
<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 ▪ 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>Specify whether pupils bedrooms to be locked from the inside and if so how staff can access.</p>
<p>Attack or disturbance by intruder</p>	<p>All participants and staff</p>	<ul style="list-style-type: none"> ▪ On arrival Visit Leader to check physical security arrangements to ensure that reasonable steps taken to 	<p>Specify whether accommodation staff are on duty overnight, if not how are they accessible.</p>

<p>Sexual assault / abduction / violence / property theft</p>		<p>prevent unauthorised persons entering the accommodation</p> <ul style="list-style-type: none"> ▪ 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”. 	
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<p>Name of Principal:</p>	<p>Sign:</p>	<p>Date:</p>
<p>Name of Designated Safeguarding Lead:</p>	<p>Sign:</p>	<p>Date:</p>