

# WESTFIELD PRIMARY SCHOOL



## Outdoor Education & Off site Educational Visits Policy

Reviewed & Amended: December 2021 / Jan 2023 / Jan 2025  
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This Policy was written by F McPhee



## Introduction

At the heart of the work and purpose of Westfield Primary School, are our children. Our vision, is for all Westfield children to foster a 'Love of Learning and a Love of Life,' enabling them to excel, be the best they can and achieve the necessary life skills for their future.

We have designed, and continue to evolve, our curriculum with great care in order to achieve our vision and ensure our values (PRIDE - positivity, respect, independence, diversity, excellence) underpin it. The curriculum is all the planned learning that we organise in order to promote knowledge, skills, personal growth and development. It meets the requirements of the National Curriculum and is designed to reflect the needs of our school and its community. It also covers the range of extra-curricular activities that the school organises in order to enrich the experiences of the children, and includes the "hidden curriculum", or what the children learn from the way they are treated and expected to behave.

Westfield Primary school provides many opportunities for its children to enrich and enhance their on-site learning through use of Outdoor Education and Off-site Educational Visits.

This encompasses environmental studies, sports, physical and cultural activities, adventurous activities and residential activities. The purpose of these activities is to:

- broaden horizons
- be fun
- increase self-esteem
- facilitate decision-making
- develop relationship building
- facilitate risk taking
- enable a greater understanding of risk to be achieved
- to experience new cultures
- to raise aspirations
- to take personal and collective responsibility for actions
- to inspire and provide motivation
- to support inclusion
- to enable pupils to have a chance to share
- to inspire lifelong leisure activities
- to develop creativity
- to develop independence
- to support an invaluable part of citizenship
- to provide hands on, 'real' life learning
- to facilitate team building
- to build on successes
- to learn to cope with failure
- to live and work with others
- to bring the curriculum alive

- to catch those magic moments - creating memories for life

This policy is written in line with the advice and guidance set out in Surrey County Council's 'Guidance for Outdoor Educational Activities and Off-Site Visits', which the school has chosen to adopt and follow/adhere to.

The school chooses to record, approve and evaluate all visits via Surrey County Council's internet-based system, 'EVOLVE', to facilitate the efficient planning, management, approval and evaluation of visits. This is recommended as this reduces bureaucracy, ensures that a robust audit trail exists, and evidences learning outcomes. All staff that lead visits can access their own 'EVOLVE' account, which is set up by the school's Educational Visits Coordinator (EVC).

### **Key Personnel - Roles and Responsibilities**

The Head Teacher is delegated by the Local Advisory Committee (Governing Body) to approve all off-site educational visits of a perceived low risk, local, daily or regular nature. The Head Teacher will sign off all risk assessments. When the Headteacher authorises a visit on EVOLVE, they are confirming that the visit complies with school and local authority policy, and that in their opinion the visit leader and any accompanying staff are competent to supervise the visit. Final approval is delegated to the Headteacher for all visits, with the exception of:

- Overseas visits
- Residential visits
- Adventurous activity visits

Which the school, using the EVOLVE site, delegates to the LA.

The Educational Visits Co-ordinator (Francesca McPhee - EVC) ensures that all off-site activities follow the correct procedures. The person with these responsibilities will support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits and will approve the visit leader for every visit and *monitor the written risk assessments to ensure good practice* - via the EVOLVE system. The EVC will sign off each risk assessment prior to final signing off by the Head Teacher. The EVC must ensure that a policy is in place for educational and off-site visits, and that this is updated as necessary

The Visit Leader has overall responsibility for managing the Visit, including for the health and safety of the Participants and Visit Leadership Team and the supervision, welfare, learning and development of the Participants. They are also responsible for identifying the purpose of the visit. The visit Leader is responsible for the overall supervision of the visit. A risk assessment is necessary for all off-site visits. The Visit Leader is responsible for ensuring a pre-visit is carried out and that a Risk Assessment is completed and approved by the Educational Visits Coordinator and Head Teacher at least 2 weeks in advance of the visit, for residential trips this should be 4 to 6 weeks as it must be approved by County. The Risk Assessment will include the ratio of adult to children supervision and the number of first aiders or appointed persons needed. The Visit Leader will brief all staff and helpers involved

in the visit and they will be given a copy of the Risk Assessment. The Visit Leader is responsible for ensuring the Emergency Cards (pink and green), mobile phone, first aid kit and pupil medication are taken on the visit.

The visit leader/staff member leading the trip will undertake a safeguarding check with the Lead DSL (or Deputy DSL if Lead DSL unavailable) prior to the trip, to ensure they are aware of any relevant safeguarding issues concerning the children on the visit. This will ensure safeguarding issues are known by staff if they are leading a trip which involves children out of their class, for example, a sports tournament.

Significant risks and their control measures will need to be recorded and filed with the EVC. An ECT 1 cannot be named as a visit leader.

### **Guidance Notes for Off-Site Educational Visits**

To ensure proper good practice and compliance with the necessary regulations it is expected that:

All visit leaders will familiarise themselves with the published advice and guidance. Further information is available from [OEAP National Guidance](#) Training for group leaders will be arranged, as necessary, to include all aspects of supervision, ongoing risk assessments (including being prepared to stop an activity that has become too hazardous) and how to deal with an emergency.

In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits such as games matches need to be planned ahead also. It may be possible to approve a series of events on a termly basis, for example swimming. No financial commitment should be agreed until all relevant approvals have been achieved.

Those pupils who do not take part in any offered off-site residential trips are offered a similar experience, where possible, within the school grounds and local area. This supports our fully inclusive policy at Westfield Primary.

### **OUTCOMES**

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four 'intended' outcomes may be recorded during the planning process on Evolve, for subsequent evaluation.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas and raise attainment.

Experiential learning can also provide opportunities for development in other areas, including:  
- Relationships - Emotional & spiritual - Cross curricular - Individual - Teamwork - Environmental.

### **INCLUSION**

Who can benefit from educational visits at Westfield? Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without

material or substantial justification. Westfield Primary School believes that educational visits should be made available to all pupils, including those with educational, physical or behavioural needs.

### **How can children's individual needs be accommodated?**

Where possible, reasonable adjustments will be made to accommodate all needs, to avoid participants being placed at a substantial disadvantage. Specific and stringent control measures will be put in place, via the risk assessment process, to minimise any potential risks posed by individuals and ensure that the visit is a safe and enjoyable experience for all.

## **BEHAVIOUR**

### **What are the expectations of behaviour on a school visit?**

The school behaviour policy, focusing on reward, choice and consequence, will be reinforced on all school visits. Clear boundaries and high expectations will be set. However, should an incident of unacceptable behaviour occur during the visit, and the Group Leader perceives it as putting the individual, other children or adult helpers at a high level of risk, the parents/guardians will be contacted to arrange collection of their child. Should the parents/guardians be uncontactable or unable to collect their child, school will be contacted and an alternative arrangement will be made.

## **PLANNING - RISK MANAGEMENT - WHAT WE WILL RECORD AND HOW**

Activities that occur within the 'Local Learning Area' refers to specified visits/activities within a designated geographical area (**the local woods adjoining the school, St Marks Church and Moorcroft only**) and are part of the normal curriculum and take place during the school day. These activities follow the Standard Operating Procedures stated (on the Local Learning Area Designated Form in the appendix to this policy), and will not normally need additional documentation. Activities in the Local Learning Area should be recorded via the EVOLVE Local Visits module. The school office will be told by the Visit Leader who is out of school on the trip.

All other trips will be completed via EVOLVE in the usual way and will contain a completed risk assessment.

EVOLVE provides a means of recording and sharing visit planning, and enables the EVC and Headteacher to contribute to, support, and monitor the activity. 'Risk assessment' is a process, and not a document (is a 'verb' not a 'noun'). HSE legislation dictates that the significant findings of the risk assessment process must be recorded, but it does not state any particular format for this. The 'significant findings' are a combination of the identified issues and what is being done about them. As there is no legal requirement to document the findings of the risk assessment process in any particular format, it is up to the school and visit leadership team to decide what format works best and will be most useful for them. See the risk assessment document within this policy.

It is not possible (nor is it desirable) to eliminate all risks, but these should be reduced to an acceptable or tolerable level. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. An activity should only take place if, in the professional judgement of the leader, the residual risk following implementation of any control measures is deemed to be acceptable.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, will become more 'risk aware' and hence at less risk. This will be undertaken, where appropriate, however, as a minimum all participants will have the risk assessment talked through and explained to them prior to the trip/activity.

### **SAFETY DURING THE VISIT AND ONGOING RISK MANAGEMENT**

The value of off-site educational visits is well recognised by our Local Advisory Committee and therefore fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Off-site educational visits must be well managed, information communicated and responsibilities recognised.

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be re-emphasised as appropriate during the visit. The on-going monitoring of all aspects of the visit by the leader and other staff is the single most important aspect in the risk management of visits, and hence safety. This also contributes towards enjoyment and learning. Where appropriate, activities must be modified or curtailed to suit changed or changing circumstances, for example: an over-busy lunch area, rain, rising water levels, etc. This is primarily the responsibility of the visit leader, in consultation with other staff where appropriate. Following the visit, the visit leader should record any significant issues to the EVC and as a note on EVOLVE, for both reference and to inform future visits.

### **PARENT / CARER CONSENT**

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, as is good practice, we inform parents of these activities. Written consent is always requested for activities that need a higher level of risk management, for example our residential trips, those trips including 'adventurous activities', trips to London, or those that take place outside school hours. Parents are informed of these activities in advance and given the opportunity to withdraw their child from any particular visit or activity covered by the form. The school ensures that changes to parent / carer contact details and child medical details are up-to date. Group leaders take the children's emergency contact details on the trip.

Organised swimming lessons, for example as taken as part of the PE National Curriculum, are not considered adventurous and therefore, do not require additional parent consent.

Prior to a trip, the school completes the EEEA Trip planning checklist, this is usually undertaken by the school office alongside the visit leader.

After the visit a trip reconciliation form is completed.

Following the trip and on return the Group Leader must report to the EVC and, where necessary, an evaluation report should be completed in order to achieve any learning about a 'near miss' or where an incident took place but fortunately did not require the completion of

an Accident/Incident report form. A general evaluation of the visit will inform future visits and may be a useful check on the value of the risk assessments undertaken.

Risk Assessment forms should be completed and lodged with the EVC via the EVOLVE system. External providers will have their own risk assessment documents that can be used to help in this process. For certain activities an Adventurous Activity Licence is legally required. (See the LA guidance) If this is the case their licence number need only be quoted instead of actually requiring their documents.

### Emergency reference cards

Emergency cards are taken by all staff on all visits (pink and green cards), these are provided by the school office.

### Operation Duke - Visit Leader Emergency Card (an example of which is in the Appendix of this policy)

Operation Duke is the name of the LA emergency response scheme, so called as the Duke of Edinburgh's Award Scheme has many groups away during the year.

It provides a network of support for a group facing an emergency and will be the means of involving senior officers within the LA (Surrey) who have been trained to assist if an emergency or serious incident occurs.

## STAFFING AND SUPERVISION

On all visits there must be an 'effective level of supervision' that has been approved by the EVC and Headteacher, and where applicable is in accordance with Local Advisory Body policy. The Statutory Framework for the Early Years Foundation Stage no longer differentiates between outings and on-site settings as regards minimum specified ratios. For all other visits the visit leader, EVC and Headteacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- The type, level, and duration of activity.
- The nature / requirements of individuals within the group, including those with additional needs.
- The experience and competence of staff and other adults.
- The venue, time of year and prevailing/predicted conditions, if applicable.
- The contingency, or 'Plan B' options.

A visit must not go ahead where either the visit leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

The appropriate ratio on an outing is always likely to be lower than the legal minimum that applies otherwise (for children aged three and over in early years settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools). It may at times be appropriate for a ratio of 1:1 to be necessary.

There will be a minimum of 2 adults on every trip, with the exception of sports matches involving a small number of pupils and fully supported by the organising school/organisation being visited, and then it may be appropriate to have only 1 member of staff. Any activities requiring walking to an event, will have a minimum of 2 staff members.

In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly.

### Volunteers

All staff and volunteers who work frequently with, or have regular access to young people or vulnerable adults, will have an enhanced DBS check with barred list check as part of their recruitment process ('frequently' is defined as once a week or more for the 'Guidance for outdoor educational activities and offsite visits'). While every effort will be made to ensure all volunteers used for the trip will be regular and have undergone an enhanced DBS check, it may at times be necessary to use additional volunteers. Any additional 'one off' volunteers accompanying the trip will always be in the company of a member of school staff and will never be unsupervised with the children.

### First Aid

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment. General 'life experience', or a 3 hour non-assessed 'Basic Skills' course is suitable for routine urban visits. However, the nature of the visit may indicate that a higher-level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed.

A first aid kit appropriate to the visit will be carried by staff on the trip.

For all EYFS outings, there will always be at least one member of staff present who holds a current Paediatric First Aid certificate.

### Insurance

The school has appropriate insurance through the Risk Protection Arrangement (RPA) from the DfE.

### Transport

Trips will always use LA approved coach companies (a list of approved companies is available on the EVOLVE site).

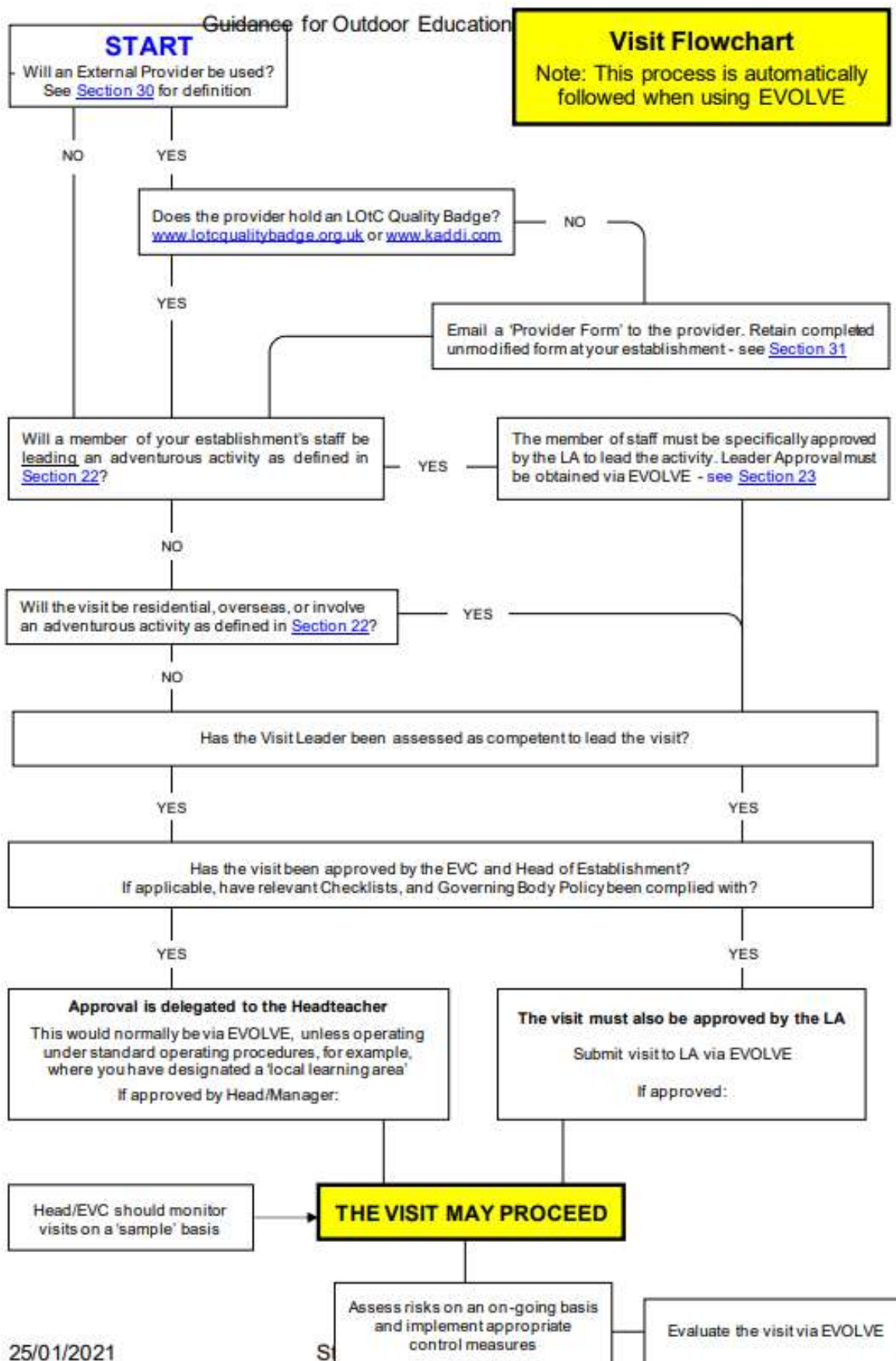
Rarely, a private car (staff) may be used to transport young people. If this occurs then it must be approved by the Headteacher, and the individual staff member must hold the appropriate business insurance cover on their vehicle, a copy of which is held by the School Business Manager. If a parent chooses to allow their child to be transported by another parent (for example to a local sports match) then they do so at their own arrangement and risk.

This document outlines the specific policies and procedures for our school. It supplements and follows the advice and guidance contained within the following significant publications:

- SCC Guidance for Outdoor Educational Activities and Off-Site Visits 2023 - 2025
- OEAP National Guidance
- The DfES document "Health and Safety of Pupils on Educational Visits" (HASPEV)
- EVOLVE guidance and resources
- The Key's guidance on educational visits and policies

## **APPENDIX:**

1. Visit flow chart
2. Local Learning Area Designation Form
3. Example of Operation Duke - Visit Leader Emergency Card
4. Master Consent Letter for local visits and walks, for new starters
5. Risk assessment master copy
6. Advice to establishments in light of terrorist activities (from EVOLVE)
7. Useful contacts



25/01/2021

# SCC 'Local Learning Area' Designation Form

**Name of School/establishment: Westfield Primary School**

## General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during normal school hours follow the Operating Procedures outlined below.

These visits/activities:

- do not require parental consent
- do not normally need additional risk assessments or notes (other than agreement with the following the Operating Procedure below).

## Boundaries

The boundaries of the Local Learning Area are shown in the list below. This area includes, but is not limited to, the following frequently used venues (please list all venues you wish to be included):

1. St Mark's Church
2. The woodland adjacent to the school site (on the same side of the road)
3. The Moorcroft Community Centre

## Operating Procedure for Local Learning Area

**The following are potentially significant issues/hazards within our Local Learning Area (add to or delete as necessary):**

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

**These are managed by a combination of the following:**

- The Head, Deputy/EVC or a member of SLT (only when the Head or Deputy are off site) must be advised before a group leaves the school site.
- Only staff judged competent by the Head are to lead groups in this environment are approved. A current list of approved staff is to be maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis will be in the School Prospectus.
- There will always normally be a minimum of two adults present, and where possible reflecting the gender balance of the group.

- Staff are familiar with the area, including any “no go” areas, and have practised appropriate group management techniques appropriate to outdoor/offsite settings (for example, walking in twos, walking away from the edge of the road).
- Pupils have been trained and have practised standard techniques for road crossings in a group (ideally by a ‘wave’ method, NOT a ‘crocodile’). Any group out in the designated local learning area will not need to cross a road, with the exception of the Moorcroft Centre, when they will only cross at the designated pedestrian crossing, when the light is green for pedestrians. Once the light turns red any remaining children and adults will wait until the light turns green again and it is safe and permissible to cross.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group, according to the locality being visited.
- All work supervised at a distance in the Local Learning Area must be in ‘buddy’ pairs as a minimum.
- Pupils’ clothing and footwear is checked for appropriateness prior to leaving school and with regard to the prevailing weather conditions.
- Staff are aware of any relevant medical information and ensure that any required medication is available and taken with them on the trip, carried by a school staff adult.
- Prior to leaving staff will deposit in the office a list of all pupils and staff/adults, an outline route, and an estimated time of return.
- A designated Emergency Contact ‘back at base’, who is aware of the proposed visit/activities, will have been identified beforehand and ensure that s/he remains contactable until notified of the group’s safe return.
- A school mobile (battery charged and with sufficient credit) is taken and the office will have a note of the number(s)
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles etc).





WESTFIELD PRIMARY SCHOOL  
SURREY COUNTY COUNCIL

Local Trips/Visits/Walks

Dear Parents/Carers,

Throughout the school year we may undertake several trips/visits/walks within the local area to enhance your child/ren's education. The trips/visits/walks may include the following listed below:

- Lightbox and the Canal
- Moorcroft
- Mayford Grange
- St Peter's Church
- Hoe Valley River area
- Wyevale Garden Centre
- Old Woking Palace
- Woking Library
- Woking Park
- Woking Football Club
- Westfield Common
- Westfield Cricket grounds

The above is not a complete list but provides you with examples of what is covered in the local area. A courtesy letter will be sent out informing you of the visit and we will use your current contact details we have on file. It is important to update the office of any change of telephone/address as soon as they occur.

Declaration: I have read and understood the letter. My decision to give consent will remain valid throughout my child's time at school, unless I notify the school to the contrary in writing.

.....  
I give consent for my child ..... in class .....

to take part in local trips/visits/walks in the local area. I will update the school office of any change of address, telephone or medical details as they occur.

Parents /Carers name ..... Signed .....

Date.....

**RISK ASSESSMENT MASTER:**

**Found on staff server:**

This PC > Shared (S:) > Staffroom > staff > Safety (Fire, Evac, Risk Assess, Safeguarding etc) > Risk Assessment > 2024 2025

**Phone school (01483 764 187) on arrival at your venue and when on the coach ready to leave the venue**

<b>Westfield Primary</b> (Tel: 01483 764187)	Risk Assessment for:		Date of visit:	
	Assessment undertaken (date):		<b>Signed</b> by leader of trip to confirm all adults involved in trip have discussed this fully.	
No. of children on Trip:	Adult to Pupil ratio:	Total number of PP children attending trip:	Named Adults on trip:	
<b>Communication plan:</b> To be followed for routine communication. Tick when completed.	Inform school office or duty officer (if outside school hours) of arrival at venue		<b><u>Duty Officers:</u></b>	
	Inform school office or duty officer (if outside school hours) when leaving venue			
	Inform school office or duty officer (if outside school hours) of collection of all children (as applicable)			
<b>Resources for trip:</b>	<b>Mobile phones for all school staff. First aid kits; change of clothes/spare pants in case of accidents (if applicable)</b> <b>Specific medication:</b> <b>Pink and green emergency cards / numbers/ procedures to follow</b>			
<b>Hazards</b>				
<b>Who's at Risk?</b> (General Children / general special needs / Adults)	<b>Vulnerable pupils</b> (To include specific reference to individuals with needs e.g. Behavioural/ EAL/ SEN/ Medical issues e.g. asthma)	<b>Control Measures</b>		<b>Review</b>
<b>Journey - to and from</b>				
-				-

**Approximate times:**

**Adult information:**

In the event of an emergency please note that **no-one** is to text or use mobiles to contact other parents without speaking to the group leader first. The school has set procedures that need to be followed in the event of an emergency. Visit Leader will communicate to the school and the duty officer will assess the situation and inform accordingly.

**One off helpers/volunteers who have not gone through a DBS check will NOT be left alone with children or take them to the toilet.**

**Groups -**


Below is a list of possible hazards to consider when writing your risk assessment (your trip venue/activity will determine your possible hazards, these are some suggested generic ones which may be applicable):

Vehicles

- Vehicle movements/reversing
- Vehicle breakdown
- Parked cars/vehicles

Are being visited/travelling on

- Pedestrian traffic routes
- Uneven paving
- Uneven ground, cracks, steps and slopes

- Inadequate lighting (internal/external)

#### Electrical hazards -

- Overloading extension leads
- Using unsuitable equipment outside
- Using poorly maintained equipment

#### Weather conditions

- Adverse weather conditions
- Excessive Sun
- Dehydration

#### Fire hazards

#### Food and Drink hazards

- Allergies
- Anaphylaxis
- Inadequate drinking water supply

#### People hazards

- Inexperienced helpers
- Inadequate toilet provision
- Inappropriate footwear

#### Equipment

- Sports equipment

#### Litter hazards

- Broken glass, cans
- Dog and other excrement
- Syringes

## Advice to establishments in light of terrorist activity

Terrorism and violence have threatened us for years but 2015 saw the arrival of a 'new order' in the way that such hideous acts are conducted and exported in such a consistent and seemingly globally linked way.

- In most circumstances, school groups are unlikely to be specifically targeted by terrorists but they could easily become caught in post-incident disruption following an incident. Since not at greater risk than the general UK population per se, our advice for school and student groups is therefore practical and logistical. Much of our advice should be included in risk assessments and ultimately, a decision needs to be made on whether to go ahead with the trip or not as altering plans is the only way to guarantee safety. It would be a shame if the threat of international terrorism prevented school and student travel so a sensible calculated balanced decision needs to be made. We hope that this article will help schools make such assessments. This article will help those responsible for making these difficult decisions, either as a tour operator or as a school Head Teacher.

The direct effects of terrorism are of course difficult for us to counter but greater visit planning can help avoid situations, and also help improve response if groups are affected to an incident by geographical proximity.

### **General considerations for all visit types**

- Consider increasing supervision ratios from normal arrangements. If for example small groups of older students are allowed to spend short periods of time indirectly supervised by staff, consider removing this additional freedom
- Stay alert to local and national news before and during
- Carefully consider the relative benefits of visits to religious or political venues and events that could be considered higher risk
- Assess the needs of SEND students and their ability to react and respond to dynamic situations
- Communicate openly with customers or parents in advance to reassure them that safety is the priority and has been carefully considered by the organisers.
- Remind students to remain vigilant and alert, reporting anything suspicious to leaders
- Remain alert to more 'usual' crime since this remains far more likely than terrorism
- Brief participants in advance that if they are caught up in a security situation, that they should try and get away as quickly but safely from the immediate vicinity as possible, leaving baggage or other belongings behind
- Brief participants in advance to follow instructions of police or security forces at all times, being mindful that they may be armed and appear more intimidating than they are used to. Officers might be extremely forceful, direct and may even point weapons directly at them and others
- Brief participants what to do if separated from each other in the event of a security incident. This should include designating specified physical meeting or 'muster' points and contact telephone numbers for staff. Remember that mobile phones may not work in the

immediate hours after an incident so it is additionally important to designate a meeting location. Consider use of telephone boxes where they still exist for contacting the school or office. Phone networks were blocked by police in London following the 2005 7/7 attacks but were deliberately maintained by the French police in Paris November 2015

- Data based communication services such as WhatsApp might work even when voice calls don't so consider setting up a trip-specific WhatsApp group for communicating in an emergency
- Consider providing all participants with a printed emergency contact card with the school's or office's landline telephone number on it and provide space for them to write down their own home landline number.
- Leaders should carry a spare mobile phone (if possible on a different telephone network to the other handset) and spare battery or auxiliary charger. Simple items like a notebook, pen and torch can be really useful too
- Each Leader should carry a team list with all participant details, including medical conditions and next of kin noted
- Tell students that if they are separated, to ask for assistance from a police officer or other security official and state that they are a part of a school group. Remind them that police and security forces may be very forceful with the public in the immediate vicinity of an incident: this is necessary until people's identities are confirmed
- Carry water (not just fizzy drinks!) and snacks on visits in case of travel disruption and long delays, especially in warmer months or climates
- Carry additional personal medication in case of long delays
- Be additionally vigilant in crowded places such as shopping malls, travel hubs and sports stadia
- Consider changing either the date or visit location to a time or location that carries less risk

### **In the event of a security incident on visit**

- If groups are caught up in a security incident, Leaders should attempt to keep everyone together whilst moving away as quickly as possible. Keeping together may be difficult and is ultimately less important than speed of action and staying safe. Staying low and even better, moving away whilst behind solid objects such as concrete barriers or buildings (as opposed to just parked cars) will provide good protection
- Once accounted for, it may seem obvious to try and travel from the town or venue as soon as possible. If this involves public transport, it may not be the best option as some terrorist organisations plan secondary attacks that specifically target transport hubs
- The Group Leader should notify the home contact as soon as practicable, noting the known whereabouts of all members
- Activate your organisation's crisis plan. Establish a crisis team at the school or head office that can become a communication focal point and receiving area for next of kin and students upon return in schools.
- Arrange the group's return transport when the situation is sufficiently secure to do so. In schools, parents should collect their children from school rather than travel to the incident location
- Schools should communicate with parents using their normal methods where possible, including email and secure website areas
- Consideration should be given to arranging proactive trauma counselling for students and staff after such an event;

**Additional UK visit considerations**

- Research the venue/s to avoid occasions when large crowds are likely or political demonstrations are planned in the area
- Speak to local police (or police force where visit is taking place) for specific advice in advance
- Liaise with venues in advance to understand their own security arrangements for school groups and any individual events
- Stay alert to local and national news, especially for any changes to official UK security threat levels
- Consider using private coach transport rather than the Underground or other public transport when travelling in London
- Advice for visits to London are available through the Metropolitan Police
- Advice for visits using public transport in London are available

In summary, any responsible organisation needs to weigh-up the risks.

## Useful Contacts:

<b>Outdoor Education Adviser</b>	Paul Bowen <a href="mailto:Paul.bowen@surreycc.gov.uk">Paul.bowen@surreycc.gov.uk</a> 07968 832367
<b>Principle Insurance Officer (SCC LA establishments only)</b>	Clive Pritchard <a href="mailto:Clive.pritchard@surreycc.gov.uk">Clive.pritchard@surreycc.gov.uk</a>
<b>Operation Duke Emergency Contact (24-hours)</b>	07831 473039
<b>Strategic Risk Management generic email</b>	<a href="mailto:Srm.hands@surreycc.gov.uk">Srm.hands@surreycc.gov.uk</a>

Kaddi Provider Database [www.kaddi.com](http://www.kaddi.com)

OEAP National Guidance [www.oeapng.info](http://www.oeapng.info)

National Library [www.national-library.info](http://www.national-library.info)

LOtC Quality Badge [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)

Council for Learning Outside the Classroom [www.lotc.org.uk](http://www.lotc.org.uk)