



## Hope View School

### Educational Visits and Learning Outside the Classroom Policy

The following procedures should be adhered to when planning, organising, running, and reporting on, any offsite activities. The purpose of this document is to help the group leader to ensure:

- the safety of the participants and staff;
- the maximum educational benefit to participants;
- effective organisation and administration.

**For any visit or offsite activity, the group leader's responsibility is:**

*to:* the parents, guardians or carers, landowners, public agencies, the general public and to wildlife and the environment

*through:* the Proprietors

*for:* the group members

It is the policy of Hope View School to encourage educational visits of all kinds as part of the wider educational experience that we offer to our pupils. We believe that students gain a great deal through experiences which take them out of the classroom and into the wider world. The ability to be independent, to take initiative, to test one's resolve and inner strength, to see the world through others' eyes are all benefits which educational visits bring.

For all trips and visits, whether residential or not, permission must be sought from the Headteacher. School procedures must be followed rigorously.

Some trips will be of direct curriculum relevance and may be a compulsory or desirable part of preparation for public examinations such field work trips for Geography, Science investigations and theatre trips for English /Drama. There will also be trips, some within walking distance, which enhance the teaching of the curriculum, reinforce community links or provide extra-curricular opportunities. Other visits will be more generally educational, in social, cultural and recreational ways.

All such visits off the school premises, no matter what their length or how close to, or far from, the school they are, require careful planning to ensure both that pupils make the maximum benefit from them, and that all issues relating to Health and Safety, and the safeguarding of children, are borne in mind. Any member of staff planning a trip must ensure

they have the emergency contact details for each child and any medical or special needs requirements for every child attending and these should accompany them on the trip. This policy applies to all members of our school community.

### **Inclusion and Educational Visits**

Hope View School is fully committed to ensuring that the application of this Educational Visits policy is non-discriminatory in line with the UK Equality Act (2010). We seek to implement this policy through adherence to the procedures set out in the rest of this document. In those instances where it is needed and we deem it important, we will assist with financial support, in order to allow all of our pupils access to a wide range of visits and experiences.

### **Procedure before the activity**

#### **The member of staff responsible for organising the visit will need to:**

1. Consult with the Headteacher to determine the appropriateness and suitability of the visit as well as to discuss a viable date. Once a date has been agreed, they will need to work through the checklist (below), and pass it to the Senior Manager, who will determine which vehicles and members of staff will be made available.
2. Hand in a copy of the completed checklist, together with a risk assessment to the Senior Manager.
3. Speak to the Headteacher and check whether any pupils who will be going on the visit experience problems which might affect their participation or should not be allowed to go because of poor or erratic behaviour which may place themselves or others at risk. This includes leaving the site to take part in PE or Outdoor activities.
4. Talk to the pupils about their safety, using any current guidelines. The kinds of issues which might arise are those related to curfew times, alcohol consumption, smoking, dress codes, avoiding giving offence in a foreign country, always being in groups, etc.
5. Draft an initial letter to parents/carers for approval by the Headteacher to be sent out at least two weeks in advance of the visit. The letter must have the written consent of parents/carers for:
  - the visit as a whole;
  - any specific activities that are planned;
  - situations where groups of pupils will be supervised by adults other than teachers.

Full relevant medical information must be obtained for all pupils.

6. For most visits it is expected that all pupils wear full school uniform or school PE kit so that they can be identified easily. If the visit warrants the wearing of pupils' own clothes then this must be discussed with the Headteacher before the letter to parents/carers is sent home. If a pupil does not adhere to the dress requirements for the visit or activity, they will not be allowed to take part.

7. The visit letter must state clearly that a pupil can be withdrawn from the activity if their behaviour deteriorates significantly or there is a serious concern that may affect the smooth running of the visit. In such a case, any monies paid by parents/carers will be refunded.

8. Arrangements must be made to ensure that all pupils return home safely after the visit. If the visit ends within school time, it is expected that pupils would take their normal taxis home; if the visit ends outside of school time, arrangements must be made for parents/carers to collect their child from a final destination e.g. school, place of visit. If a parent/carer is unable to collect their child alternative arrangements can be made for them to get home e.g. dropped off on the way back to school or share transport with another pupil.

If pupils are not returning to school in time for taxi transport at the end of the school day, the group leader must inform the school office at least three days in advance so that taxis can be notified.

9. Pupils must be briefed fully on the expectations during the visit. In the case of a residential visit, a parents/carers meeting must be held so that full details can be passed on and any questions can be dealt with.

10. Give a list of pupils and staff taking part in the visit to the school office the day before.

### **During the activity**

1. On arrival at the destination, pupils must be briefed on expectations.

2. Pupils must be supervised by staff at all times throughout the visit.

3. Where the number of pupils taking part in the visit is more than 6, it is advisable to divide them into small groups to be supervised by a member of staff; this makes management and conduct of the group much easier. Each member of staff is responsible for the pupils in their group and should be given emergency contact information. The group leader should determine travel arrangements, meeting times and locations throughout the visit. All members of staff must have access to a mobile telephone and it is expected that telephone numbers are exchanged so that everyone is contactable.

## **Procedure after the activity**

1. Ensure that all pupils are collected, or make their way home, as agreed in advance with parents/carers.
2. Inform a member of the Senior Leadership Team that everyone has returned safely.
3. Any financial matters arising from the trip should be resolved between the group leader and the Headteacher.
4. Hold a debriefing meeting for the staff who accompanied the activity.
5. Plan follow-up work for the pupils, as necessary.

## **Visits and Activities within the Local Area**

Hope View School makes use of facilities in the local area for the purpose of PE, project work, behaviour management and social development sessions. When a pupil joins the school, “blanket consent” is sought from parents/carers for the following places:

- Chilham and Chartham Sports Fields
- Kingsmead Leisure Centre, Canterbury
- Faversham & Simon Langton Boys School Swimming Pools
- Local Countryside
- St Margaret’s at Cliffe, Dover
- Kent County Cricket Ground, Canterbury
- Canterbury City Centre
- Badgers Hill Farm Chilham
- Toddlers Cove Park Canterbury
- Big Fun House Play Centre Chartham
- Herne Bay beach and crazy golf
- Reculver Country Park
- Canterbury Library
- Chalkhill Farm Canterbury
- Visits to local community, shops and supermarkets as part of social development work

If a member of staff wishes to take a group of pupils to any of these places to take part in an educational experience, a date needs to be agreed with the Headteacher but it is not necessary to send a letter home unless there is a cost involved which parents/carers are required to contribute towards or if exceptional circumstances are due to arise for example the later collection of pupils add the end of the school day. Those procedures relating to timings, pupil behaviour, signing out etc. still apply. The member of staff concerned must also seek the consent of a senior member of staff before taking any pupil(s) off site. Staff must sign out pupils in the main office for health and safety reasons.

## **Equality and Diversity**

Hope View School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

**HOPE VIEW SCHOOL**  
**VISITS CHECKLIST**

Please tick 'yes', 'no', or 'not applicable'

<b>CHECKLIST</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>CHECKED BY HEADTEACHER</b>
Have you read and acted upon the information in the school's Educational Visits Policy?				
Have the purposes, objectives and learning outcomes of the visit been clearly identified, and are they appropriate to the age and ability of the group?				
Do they fit in with the overall programme of the school?				
Is the visit part of a progressive development for the group?				
Have they been discussed and agreed with any provider?				
Have you weighed up the value of the visit against the costs of pupils and staff time?				
Will the activity clash with examinations?				
Have you notified colleagues whose work may be affected by the arrangements?				
<b>Location</b> Is the location of the visit appropriate to the activity? Is it the best venue which can be used to achieve the objectives? Have you made a preliminary visit to check arrangements?				
<b>Timescale</b> Have you considered and established a realistic timescale?				
<b>Advice and approval</b> Have you discussed plans with any other suitably qualified and experienced staff? If you are using commercial or independent providers, have you: <ul style="list-style-type: none"> <li>• obtained copies of their risk assessments?</li> <li>• established whether their staff are suitably qualified and police checked?</li> </ul>				
<b>Staffing</b> Are the members of staff who will be accompanying your party, and who will be leading activities,				

<p>suitably qualified and experienced for the activities proposed?</p> <p>If you are going abroad, will you be taking someone who is fluent in the local language?</p> <p>Will the group have the correct staff participant ratio necessary for the activities proposed i.e. two adults to three pupils?</p> <p>Do you have other members of staff who are available to join your party at short notice, should the need arise?</p>				
<p><b>Proposed activities</b></p> <p>Will the pupils and staff have the appropriate clothing and equipment that will be necessary, taking into account possible weather conditions?</p> <p>Are the pupils and staff physically capable of taking part in the activities?</p> <p>Will there be an alternative programme in the event of bad weather?</p>				
<p><b>First aid</b></p> <p>Will you be taking appropriate first aid materials?</p> <p>Will you be taking a qualified first aider?</p>				
<p><b>Insurance</b></p> <p>Have you checked that the school's insurance covers all aspects of your visit?</p>				
<p><b>Finance</b></p> <p>Have you calculated all financial costings?</p> <p>Does the number of participants justify the visit?</p> <p>Have you arranged to check that all pupils, where applicable, have paid before the visit takes place?</p>				
<p><b>Administration</b></p> <p>Have you given the school office a list of pupils and staff involved in the visit so that a checklist for the return of consent forms can be drawn up?</p> <p>Have you drafted a letter to parents/carers, giving at least two weeks' notice of the visit and attached to this checklist?</p>				
<p><b>Briefings for pupils, staff and parents/carers before departure</b></p> <p>Have you arranged briefing meetings, at which you will deal with the following (and other) issues ensuring that participants are fully briefed about, and prepared for, the proposed activities:</p>				

<ul style="list-style-type: none"> <li>• suggested pocket money</li> <li>• care of valuables</li> <li>• rendezvous procedures for late or lost participants</li> <li>• periodic rendezvous for all pupils</li> <li>• contact details of staff when out on visits</li> <li>• groups to be used for study or supervisory purposes</li> <li>• a system of recall and action in emergencies</li> <li>• supervision procedures</li> <li>• anticipation of hazards</li> <li>• standards of behaviour</li> </ul>				
<p><b>Briefings for pupils and staff upon arrival</b> Have you arranged to brief pupils about local conditions, such as the following?</p> <ul style="list-style-type: none"> <li>• local laws</li> <li>• pickpockets</li> <li>• shoplifting</li> <li>• safety of passports</li> <li>• personal safety (e.g. if there is a problem, go into a shop or public building for assistance, or speak to a uniformed person, not just a member of the public)</li> <li>• the need to contact the British Consul in the event of a serious emergency</li> <li>• crossing roads</li> <li>• using bottled water</li> <li>• protection from the sun</li> <li>• wearing suitable clothing and footwear</li> <li>• water safety on a beach, near a river, at a pool, etc.</li> <li>• not having body piercing or tattooing carried out</li> <li>• the management of fuel when camping</li> </ul>				
<p><b>Medical issues, accidents, etc.</b> Have you made sure you have all medical information for pupils taking part in the visit?</p> <p>Have you made provision for any pupil who needs to take medication during the visit?</p>				
<p><b>Emergency contact details</b> Do you have emergency contact information for all pupils and staff taking part?</p>				



Do you have contact information for at least two senior members of staff who are not taking part in the visit?				
<p><b>Risk assessment</b></p> <p>Have you prepared a risk assessment for the visit? Have you prepared individual pupil risk assessments for those taking part?</p> <p>Have you made arrangements to brief staff taking part in the visit on the implementation of the risk assessments?</p>				

## Off Site PE Activities and Outdoor Education

As part of the school curriculum, all pupils participate in PE activities as well as activities relating to outdoor education on a weekly basis. These activities may take place at any of the following places:

- Chilham and Chartham Sports Fields
- Kingsmead Leisure Centre, Canterbury
- Faversham & Simon Langton Boys School Swimming Pools
- Local Countryside
- St Margaret's at Cliffe, Dover
- Kent County Cricket Ground, Canterbury
- Canterbury City Centre
- Badgers Hill Farm Chilham
- Toddlers Cove Park Canterbury
- Big Fun House Play Centre Chartham
- Herne Bay beach and crazy golf
- Reculver Country Park
- Canterbury Library
- Chalkhill Farm Canterbury
- Visits to local community, shops and supermarkets as part of social development work

Activities held off site will be planned in blocks lasting up to six weeks. Prior to booking the facilities or organising the activity, the **Headteacher will ensure that:**

- Risk Assessments are in place which identifies both the potential risks at the facility and those which may arise during any journey undertaken.
- Upon entry to the school, parents/carers will be issued with a form requesting their consent for their child to participate in offsite activities during their time at Hope View School.
- The staff: pupil ratios (2:3) are sufficient for all activities to be carried out according to the guidelines in the school's Health and Safety, First Aid and Educational Visits Policies.

**At all times, when off site, the following must be adhered to by all staff:**

- The member of staff in charge of the group must carry a mobile phone which is switched on at all times and fully charged.
- Medical forms are obtained for all pupils.
- Staff supervise pupils at all times.
- Head counts are carried out at regular intervals but particularly when leaving a facility to return to school.

- The member of staff in charge ensures that, when an activity takes place in the afternoon, everyone involved arrives back at school by 3.00pm at the latest.
- Pupils and staff wear appropriate clothing for the activity.
- In the case of Outdoor Education, all pupils have sufficient food and drink with them.
- Where necessary all staff and pupils follow the Country and Highway Codes.
- Emergency contact details for all pupils should be carried by the member of staff in charge of the activity.
- A full medical kit is carried at all times during the activity.

**Links with other policies:**

Behaviour and Discipline Policy

Sanctions and Rewards Policy

Child Protection Policy

Health & Safety Policy

First Aid Policy

Drugs and Smoking Policy

Equality and Diversity Policy

**The named contact for this policy is: Mrs C Lorne – Headteacher**

**Policy Review Date: August 2023**

## **APPENDIX 1**

### **POLICY FOR VISITS**

#### **Guidelines for requests for visits**

Visits are educationally valuable and desirable, and the additional workload that they create is acknowledged and appreciated. The period of time when staff and pupils are out of lessons, must be weighed against the value of a visit; thus making hard and fast rules is very difficult.

It is necessary to ensure that the purposes, objectives and learning outcomes of any visit have been clearly identified, and that they are appropriate to the age and ability of the group concerned. Moreover, they should fit in with the overall programme of the school, and be part of a progressive development for the group. They should also be discussed and agreed with any external provider.

A major factor is the cost of visits to parents/carers. Whilst the cost of some visits will be covered by the school it may be necessary to request a contribution from parents/carers.

Visits and off site activities during examination periods i.e. May and June must be kept to a minimum in consideration of those pupils who have been entered for public examinations.

Some visits may become available at short notice. However, before any arrangements are made, the Headteacher must be consulted, and permission obtained

Consideration will be given to:-

- a) the number of staff who have already arranged to be out of school;
- b) the type of activity, e.g. a set-text play;
- c) the number of days that a particular member of staff has already arranged to be out of school

If a member of staff is out of school, he or she may require cover.

#### **Procedure for requesting visits**

Visit requests should be submitted for approval at least two weeks before the visit is planned. Approval cannot be assumed automatically, but all requests will receive urgent attention.

## **APPENDIX 2 INSURANCE**

The school's insurance gives sufficient cover for the majority of activities/visits. However, please check and confirm with the Headteacher that all staff and pupils participating in your activity/visit are fully covered by the school's insurance.

## **APPENDIX: 3 BEHAVIOUR**

- It may be appropriate to ask pupils to sign a code of conduct, including the following:
- smoking policy
- alcohol policy
- anti-social behaviour
- leaving a residential site without permission
- changing residential rooms
- house rules in residential and other establishments
- the possibility of sending home a pupil whose behaviour is unacceptable, at the parents/carers' expense.

## **APPENDIX 4**

### **MEDICAL ISSUES, ACCIDENTS, ETC.**

#### **Before the visit**

- ensure that you are aware of any medical conditions that are suffered by pupils. A serious condition might mean that a pupil should not take part in a particular activity.
- check about endemic diseases and the need for vaccination or prophylaxis.
- check pupils' dietary requirements
- consider the possibility of infections from wild, or farm, animals, including rabies, Weil's disease and Lyme disease (see below). (*Note: people in Kent have caught Weil's disease.*)
- in some countries outside the EU, it is advisable to take sterile kits containing syringes, etc.
- consider the problems of travel sickness; take sick bags.
- ensure that students have EHIC cards, if required.

#### **During the visit**

Should illness or an accident occur during a visit, the procedures given below must be adhered to, as far as is practicable. Teachers will need to exercise their judgement about the best course of action: this may vary considerably, according to circumstances.

#### **Illness**

Drugs may only be administered by a qualified first aider who has also completed the administration of medications training. This must be recorded in the school medical book after consent from parents/carers has been sought. If a pupil requires any form of medication, this should be detailed by parents/carers and highlighted on the pupil's consent form. Inhalers for asthmatic pupils should be retained in the pupil's possession.

## **Accidents**

If a pupil is injured when under the supervision of the school, either on or off the premises, immediate first aid should be given, but a qualified first-aider should be summoned if necessary. The teacher in charge at the time of the incident should remain with the pupil. If necessary, other pupils should be removed from the scene and sent to an appropriate safe place. Where injury or illness is serious, a first-aider or a senior member of staff will call an ambulance.

Any accident involving a member of staff, and all accidents involving pupils, whether on or off the school premises, but during a school-organised activity, must be recorded on a form in the Accident Book, which is kept by the first aiders. Parents/carers must be advised as soon as possible by telephone if a pupil has to be treated by a first-aider: they should be given the opportunity to decide whether the pupil should receive further medical treatment. The Headteacher will provide advice about the completion of documentation, and, if necessary, will investigate and then complete further documentation as necessary. Serious accidents have to be reported to the Health & Safety Officer. The member of staff who has dealt with the accident or incident should prepare a detailed written statement on the sequence of events, including timings, the involvement of other members of staff, and the names of any pupils who were witnesses. The events should not be discussed with other pupils' parents, or with the media. It is essential that the Senior Leadership Team are informed of the incident as soon as possible.

## WEIL'S DISEASE

(This information is taken from the CLEAPSS sheet no PS1 JT 3/96)

Recently, the hazard of contracting Weil's disease from contact with contaminated bodies of water has become more widely recognised. Activities such as pond dipping, water pollution surveys and other investigations could possibly expose pupils and teachers to the risk of infection.

### **What is Weill's disease?**

Weil's disease is caused by the *Leptospira* bacterium, which is carried in the urine of rats, voles and other rodents. The bacteria can survive for some time in damp conditions, so that contaminated water, together with the soil and vegetation on the edges of ponds and streams, can be possible sources of infection. The bacteria can be found in any body of water, but the chances of their occurrence increase if the water is stagnant or slow moving. It is possible that the incidence of Weil's disease has shown some recent elevation following mild weather conditions during the winter months and subsequent increases in wild rodent populations.

### **Is the disease serious?**

Weil's disease is not common. It can cause serious illness, requiring hospital treatment, and may lead to liver or kidney damage, or even death. It is, however, easily treated if diagnosed correctly; penicillin and other antibiotics are completely effective if administered early on. Symptoms of the disease include a raised body temperature, pains in the muscles and joints, [particularly those of the calf muscles], and a feeling of suffering from influenza. Because of the 'flu-like symptoms of the disease and its rarity, it is possible that doctors may make a misdiagnosis during the early stages of illness.

### **How is the disease caught?**

The bacteria causing Weil's disease can enter the body through the skin, especially through cuts and grazes, and the mucous membranes of the mouth, nose and eyes. Occasionally, the mode of transmission may be through ingestion of contaminated food.

### **What precautions should be taken?**

If some simple precautions are always taken, the risks will be reduced to an acceptable minimum, and work involving water sampling, netting, etc can be carried out without any restrictions.

1. It will be important to observe normal practices of hygiene after coming into contact with potentially contaminated water. Pupils should wash their hands thoroughly as soon as possible after the field work has been completed. Where suitable facilities are not immediately available, the use of disinfectant-impregnated 'wet wipe' cloths may be helpful until more thorough washing is possible.
2. It is obviously unwise to allow pupils to consume any food and drink during their work at the pond or stream. Pupils should be warned not to touch their eyes, lips or nose with their wet hands, in order to reduce the chances of bacterial transfer.
3. Skin should be protected with waterproof plasters where appropriate. In certain circumstances, pupils with, for example, severe cases of eczema, should be advised to avoid contact completely with potentially infected water. If recent cuts or abrasions are on the hands, it may be sensible for pupils to be further protected by wearing plastic or rubber

gloves. Some authorities advise that all pupils should wear disposable gloves during pond dipping activities, but it is questionable whether this will guarantee any real level of protection. The gloves are easily torn, water can leak into them or on to the hands when they are being removed, and pupils can still touch their faces with the wet gloves.

4. No pupils should be allowed to wade into the water, unless they are wearing Wellington boots, because of the risk of cuts from hidden objects.

5. In the event of pupils developing 'flu-like symptoms of illness shortly after field work has been completed, it would be wise for teachers to inform the appropriate authorities of the nature of the activities carried out.

6. Teachers might wish to seek the advice of the local authorities to determine whether it is known that particular tracts of water have been implicated in any cases of Weil's disease that may have been diagnosed locally.

## **LYME DISEASE**

### **Introduction**

In the early 1970s, a mysterious clustering of arthritis occurred among children in Lyme, Connecticut, and surrounding towns. Medical researchers soon recognised the illness as a distinct disease, which they called Lyme disease. They subsequently described the clinical features of Lyme disease, established the usefulness of antibiotic therapy in its treatment, identified the deer tick as the key to its spread, and isolated the bacterium that caused it.

Lyme disease is still mistaken for other ailments, and it continues to pose many other challenges. It can be difficult to diagnose because of the inadequacies of today's laboratory tests; it can be troublesome to treat in its later phases, and its prevention through the development of an effective vaccine is hampered by the elusive nature of the bacterium.

In Europe, a skin rash similar to that of Lyme disease had been described in medical literature dating back to the turn of the century. Lyme disease may have spread from Europe to the United States in the early 1900s but only recently became common enough to be detected.

### **Symptoms of Lyme Disease**

**Erythema Migrans.** In most people, the first symptom of Lyme disease is a red rash known as *erythema migrans* (EM). The telltale rash starts as a small red spot that expands over a period of days or weeks, forming a circular, triangular, or oval shaped rash. Sometimes the rash resembles a bull's eye because it appears as a red ring surrounding a central clear area. The rash, which can range in size from that of a dime to the entire width of a person's back, appears within a few weeks of a tick bite and usually occurs at the site of a bite. As infection spreads, several rashes can appear at different sites on the body. Erythema migrans is often accompanied by symptoms such as fever, headache, stiff neck, body aches, and fatigue. Although these flu-like symptoms may resemble those of common viral infections, Lyme disease symptoms tend to persist or may occur intermittently.

**Arthritis.** After several months of being infected by *Borrelia burgdorferi*, slightly more than half of those people not treated with antibiotics develop recurrent attacks of painful and swollen joints that last a few days to a few months. The arthritis can shift from one joint to



another; the knee is most commonly affected. About 10 to 20 percent of untreated patients will go on to develop chronic arthritis.

**Neurological Symptoms.** Lyme disease can also affect the nervous system, causing symptoms such as stiff neck and severe headache (meningitis), temporary paralysis of facial muscles (Bell's palsy), numbness, pain or weakness in the limbs, or poor motor coordination. More subtle changes such as memory loss, difficulty with concentration, and a change in mood or sleeping habits have also been associated with Lyme disease. Nervous system abnormalities usually develop several weeks, months, or even years following an untreated infection. These symptoms often last for weeks or months and may recur.

**Heart Problems.** Fewer than one out of ten Lyme disease patients develops heart problems, such as an irregular heartbeat, which can be signalled by dizziness or shortness of breath. These symptoms rarely last more than a few days or weeks. Such heart abnormalities generally surface several weeks after infection.

**Other Symptoms.** Less commonly, Lyme disease can result in eye inflammation, hepatitis, and severe fatigue, although none of these problems is likely to appear without other Lyme disease symptoms being present.

### **Lyme Disease Prevention**

**Avoidance of Ticks.** At present, the best way to avoid Lyme disease is to avoid deer ticks. These may be found on sheep and goats as well.

- Avoid tick-infested areas (e.g. places where woodland and grassland merge), especially in the Spring and Summer.
- Wear light-coloured clothing so that ticks can be easily spotted.
- Wear a hat, long-sleeved shirt and closed shoes and socks.
- Tuck trouser legs into socks or boots and tuck shirt into trousers.
- Walk in the centre of trails to avoid overgrown grass and brush.
- After being outdoors in a tick-infested area, remove, wash, and dry clothing.
- Inspect the body thoroughly and remove carefully any attached ticks.
- Check pets for ticks.

**Checking for Ticks.** Once indoors, people should check themselves and their children for ticks, particularly in the hairy regions of the body. The immature deer ticks that are most likely to cause Lyme disease are only about the size of a poppy seed, so they are easily mistaken for a freckle or a speck of dirt. All clothing should be washed. Pets should be checked for ticks before entering the house, because they, too, can develop symptoms of Lyme disease. In addition, a pet can carry ticks into the house. These ticks could fall off without biting the animal and subsequently attach to and bite people inside the house.

**How to Remove a Tick.** Studies suggest that a tick must be attached for many hours to transmit the Lyme disease bacterium, so prompt tick removal could prevent the disease.

- Tug gently but firmly with blunt tweezers near the "head" of the tick until it releases its hold on the skin.
- To lessen the chance of contact with the bacterium, try not to crush the tick's body or handle the tick with bare fingers.
- Swab the bite area thoroughly with an antiseptic to prevent bacterial infection.

### **How Lyme Disease Is Treated**

The risk of developing Lyme disease from a tick bite is small, even in heavily infested areas, and most physicians prefer not to treat patients bitten by ticks with antibiotics unless they develop symptoms of Lyme disease.

Nearly all Lyme disease patients can be effectively treated with an appropriate course of antibiotic therapy. In general, the sooner such therapy is begun following infection, the quicker and more complete the recovery.

### **BLUE-GREEN ALGAE**

Under certain conditions, there may be large growths of algae in fresh water, which can lead to the formation of flocs of scum on the surface ('algal blooms'). This scum may contain toxins which can cause skin irritation and rashes, so students should be warned not to touch it. In addition, if such water is drunk, the toxins cause poisoning to both animals and humans.

## **APPENDIX 5**

### **EMERGENCY CONTACT DETAILS**

It is vitally important that all of the following information is given to:

- Parents and carers
- accompanying staff
- the School office
- at least two members of the Senior Leadership Team
- members of the Governing Body

(Remember: the school, or a parent/carers may need to contact your party, and this procedure must be made as easy as possible.)

### **Information required**

- list of accompanying staff
- list of participating pupils, showing which staff will be supervising sub-groups, where applicable, and room numbers, where applicable
- a telephone tree for all pupils, showing their parents' names and home telephone numbers. (Remember: the school may need to use this, so you cannot rely on the fact that pupils may be carrying mobile telephones.)
- dates and times for picking up and dispersal
- a full itinerary for the whole duration of the visit
- details of how luggage should be marked
- the address(es) where the party will be staying, if applicable. (Include details about the type of accommodation, and information about host families, where applicable.)
- telephone numbers for the address(es) where the party will be staying, together with fax numbers and e-mail addresses, if available.
- mobile telephone numbers for all staff who will be carrying these.
- emergency contact telephone numbers (if different from the above)
- the telephone numbers for emergency services that students should use if abroad (e.g. 112, etc.)
- details of the tour operator (where applicable)
- details of the coach company (where applicable)
- full details of flights (where applicable)
- full insurance details
- details of any emergency assistance organisation which may be used
- details of local hospitals, doctors and dentists (if available)
- details of the local agent for the tour company (where applicable), if going abroad
- consular details (where applicable)
- full details of all personal items, clothing, kit, etc., that should be taken
- a copy of any code of conduct
- a statement that parents are responsible for ensuring that pupils are fit enough to participate in activities

### **Information that you must take with you**

A member of the Senior Leadership Team or members of the Governing Body will act as the school contacts for the activity. Please ensure that you obtain addresses, landline and mobile telephone numbers for Management Team and relevant members of the Governing Body.

Ensure that contact with the school will be immediately available to you, if required, and that you have a record of the following numbers:

School office: (01227) 738000

Management Team: (to be provided)

## APPENDIX 6

### RISK ASSESSMENTS

Examples of good practice in preparing risk assessments are available from the Headteacher.

Having worked through the checklist, you must now prepare a risk assessment. This should identify *hazards* and *risks*:

- a *hazard* is something with the potential to cause harm
- a *risk* is the likelihood that the harm from a particular hazard will occur
- a *risk assessment* is a systematic analysis of an operation involving hazards

Consider two factors, A and B:

**A** the severity of the **hazard**

3 Major (e.g. death)

2 Serious (e.g. a person could be off work for 3 days or more)

1 Slight (e.g. a person could be off work for up to 3 days)

**B** the likelihood of **harm**

3 High (certain)

2 Medium (frequent)

1 Low (seldom)

Multiply A and B, and interpret the figures as follows:

1 no action

2 low priority

3 medium priority

4 medium priority

6 high priority

9 urgent action

If you arrive at a score of 3 or more, then you need to consider how you will eliminate or reduce the risk, and you must put your conclusions in writing.

Include in your document the risk assessments from any service providers that you will be using, or organisations like the Duke of Edinburgh Award scheme. This could save you work, as they may have already identified, and provided solutions to, some potential problems. You might also like to encourage pupils to produce their own risk assessments: this is a good educational exercise, and it raises their awareness of health and safety issues.

The checklist should have helped you to identify some potential hazards and risks. The following are additional situations that may be encountered on some activities:

- the risk of drowning. (Will there be lifeguards on beaches, for example?)
- the difficulty of keeping hands clean during fieldwork. (Could the use of disposable gloves and wet wipes provide a solution?)
- if pupils already have body piercing, this could be dangerous in some situations. (E.g. metal inserts becoming snagged in equipment.)
- camping poses a whole range of problems, but the management of fuel is always the most dangerous.

- do any students have special educational needs (SEN) or disabilities that will require special management?
- is there any likelihood of racial, sexual or physical abuse or harassment occurring?

A risk assessment will have been carried out prior to the visit, but when you reach your destination, the situation may be new to you. Therefore, no matter how good your planning has been, you may encounter unexpected problems. So, it is a good idea to carry out an immediate survey and risk assessment of the premises where you will be staying, and to take similar action in connection with individual activities.

The following notes are intended to help you with these tasks.

- a **hazard** is something with the potential to cause harm
- a **risk** is the likelihood that the harm from a particular hazard will occur;
- a **risk assessment** is a systematic analysis of an operation involving hazards.

Consider two factors, A and B:

**A** the severity of the **hazard**

3 Major (e.g. death)

2 Serious (e.g. a person could be off work for 3 days or more)

1 Slight (e.g. a person could be off work for up to 3 days)

**B** the likelihood of **harm**

3 High (certain)

2 Medium (frequent)

1 Low (seldom)

Multiply A and B, and interpret the figures as follows:

1 no action

2 low priority

3 medium priority

4 medium priority

6 high priority

9 urgent action

If you arrive at a score of 3 or more, then you need to consider how you will eliminate or reduce the risk, and you must put your conclusions in writing.

Under common law, teachers accompanying a party have ultimate responsibility at all times, acting *in loco parentis*, but responsibility can be delegated temporarily to staff at an activity centre. There must be a clear demarcation of responsibility between teachers and centre staff, and pupils must understand who is responsible for them at any time.

### Checklist for residential premises

1. Familiarise yourself, your staff and the pupils with the location and operation of safety signs, the fire alarm call points, fire extinguishers, fire exits and assembly point.
2. Ensure that all fire exits are unobstructed.
3. Warn everyone not to use lifts if the fire alarm sounds.

4. Organise a procedure for a roll call in the event of a fire or fire drill.
5. Explain emergency procedures to everyone in your party. If possible, have a fire drill, and at least have the fire alarm sounded, so that everyone can recognise it.
6. Is the building secured against intruders?
7. Is there security from other residents?
8. Are the facilities in the rooms adequate? Check the following:
  - space between beds or sets of bunks (should be 1 metre)
  - storage space
  - heating }
  - lighting } are you happy about electrical safety?
  - power sockets }
  - ventilation (especially if there is gas-powered heating)
  - are toilets close to sleeping rooms (1 per 10 people)
  - are baths/showers close to sleeping rooms (1 per 15 people)
  - are washbasins with mirrors close to sleeping rooms (1 per 10 people)
  - hygiene? (E.g. are the toilets clean?)
9. Are there drying facilities?
10. Is there a sickbay?
11. Do you know how to contact the emergency services, and the location of the nearest hospital?
12. Are there facilities for the safekeeping of valuables?
13. Do you need to liaise with other residents (especially other Academy parties) over the use of shared facilities?
14. What do you need to tell your pupils about 'house rules', respect for other residents, etc.?
15. Clarify rules regarding leaving and returning to the residential premises.

### Checklist for activities

1. Is the staff : pupil ratio adequate? i.e 2:3
2. Is any equipment suitable and of good quality?
3. Will pupils' special needs, medical conditions, etc. be catered for?
4. Can everyone keep in contact with each other?
5. Is a first aid kit available?
6. Are pupils wearing suitable clothing?
7. Are emergency procedures in place and understood by staff and pupils?
8. Are parental consent forms available, in case of a medical emergency?
9. Ask members of staff to keep records of any incidents or injuries.

## APPENDIX 7

### THE EDUCATIONAL USE OF COMMERCIAL, CHARITABLE AND PRIVATE FACILITIES

In order that the school can complete its risk assessment, answers to the following questions, directed at **providers, are required**. Please give careful consideration to the statements below, and confirm/sign in the appropriate space that the standard of service you will provide to Hope View School below will meet the conditions as listed. Please indicate any statements which do not apply to your provision. Space is also provided for you to detail any Centre registration or approval scheme for which you hold current accreditation. Certificates and documentation should be available for inspection on request.

## Confirmation of standards.

### SECTION A: *(To be completed by the Group Leader )*

#### Hope View School

ADDRESS & TELEPHONE NO

**Station Approach, Chilham, Canterbury, Kent CT4 8EG**

**Telephone: (01227) 738000**

GROUP LEADER \_\_\_\_\_

DATE OF PROPOSED VISIT \_\_\_\_\_

NO. OF YOUNG PEOPLE: Male: \_\_\_ Female: \_\_\_ Age range \_\_\_\_\_

NO. OF ADULTS: Male: \_\_\_ Female: \_\_\_

### SECTION B: *(To be completed by the provider)*

NAME OF OUTDOOR CENTRE/PROVIDER: \_\_\_\_\_

ADVENTURE ACTIVITY LICENCING AUTHORITY: \_\_\_\_\_

LICENCE NUMBER: \_\_\_\_\_ VALID UNTIL \_\_\_\_\_

#### GENERAL:

1. The Centre has a comprehensive Code of Conduct for visiting groups, which is available in advance of any booking.
2. The provider complies with relevant safety regulations such as the Health and Safety at Work Act 1974, The Management of Health & Safety at Work Regulations 1992, Environmental Health requirements and has a published health and safety policy.
3. **The provider complies with requirements for public liability insurance cover. (Currently this should be at least £5,000,000)**
4. There are recorded risk assessments and documented procedures for dealing with accidents, near misses and emergencies and that records are available for inspection.
5. The provider encourages responsible attitudes to the environment as an integral part of the programme

#### PROGRAMMING:

1. There are adequate and regular opportunities for the party leader to liaise with the provider and designated staff.
2. There are appropriate programme options in the event of bad weather, staff illness and other unforeseen circumstances.

#### ACCOMMODATION

1. The premises are covered by a current Fire Certificate and/or have been subject to a fire Risk Assessment and any recommendations adopted.



2. There are appropriate security arrangements to prevent unauthorised persons entering the accommodation

### **EQUIPMENT AND RESOURCES**

1. All equipment and resource provision used in activities are suited to the task, adequately maintained and in accordance with statutory requirements and current good practice, with records kept of maintenance checks.

### **VEHICLES**

1. All vehicles and trailers used to transport visiting groups are roadworthy and meet the requirements of the law. They are appropriately insured, with records kept of maintenance checks.

2. Any driver of a minibus holds a PSV licence or has passed a MIDAS test.

If any of the above specifications cannot be met or are not applicable, please give details on a separate sheet.

### **ACTIVITIES NOT COVERED BY LICENCE BUT RELEVANT TO THIS VISIT STAFFING**

1. Please list the outdoor activities you will be providing which are NOT COVERED BY THE LICENCE. Please state the minimum qualification held, or the training each instructor will have undergone. Where appropriate, please give details of the nature of the location used.

2. Where staff competencies are NOT confirmed by possession of an appropriate NGB qualification at a level recommended by that NGB for the activities to be undertaken, please state the qualifications held by the person providing the 'in-house' training and assessment.

### **ACTIVITY MIN. QUALIFICATION/TRAINING LOCATION**

3. The ratios of staff to participants for the activities conform to those recommended by the appropriate National Governing Body, or, in the absence of this, the Provider's Code of Practice.

4. Persons involved in the administration of first aid hold relevant current qualifications and are available on site during the visit.

5. All staff (paid or volunteers) who have access to young people are police cleared.

6. There is a clear definition of responsibilities and roles between providers and visiting staff regarding supervision and welfare of participants, formalised prior to the visit.

SIGNED: \_\_\_\_\_

NAME (In Capitals) \_\_\_\_\_

POSITION (In Organisation) \_\_\_\_\_

NAME AND ADDRESS OF ORGANISATION:

\_\_\_\_\_  
\_\_\_\_\_

TELEPHONE: \_\_\_\_\_ FAX \_\_\_\_\_

Please return this form to the group leader at the school address.

## **APPENDIX 8**

### **Adventurous Activities and Outdoor Environments**

KCC has divided the range of adventurous activities and outdoor environments into three categories: A, B and C. The categories relate to the different levels of potential risk presented by the activities.

Remember: ACCIDENTS CAN HAPPEN IN ANY ACTIVITY regardless of whether it is classified as high or low risk. Be aware: LOW RISK does not mean NO RISK.

The following is an outline of each category and an explanation of who should approve the activities that fall within the category.

#### **Category A:**

These are activities that are part of the regular curriculum and life of the school. They take place locally, involve walking or a short vehicle journey, and the activities present no significant risks.

They should be supervised by a member of staff who has been assessed by the Head Teacher as being suitably and appropriately experienced and competent to lead this category of visit.

The member of staff does not normally need to hold National Governing Body (NGB)

Awards or other accreditation. Some activities, such as cycling in school grounds as part of the Cycle Proficiency Scheme, will require staff with specialist qualifications.

- Pre visits are strongly recommended whenever possible.
- Risk assessments must be carried out and recorded for all aspects of the visit/venture.

#### **Examples include:**

- Walking in the park or on non remote country paths under close supervision
- Visits to public swimming pools, museums, art galleries
- school PE/sports fixtures
- Cycling in the school grounds
- Orienteering in an enclosed area known to the school
- Field studies in environments presenting no significant hazards.
- Farm visits
- Geological fieldwork in environments presenting no significant hazards

#### **Category B:**

These are activities not regularly or routinely undertaken by the school, and include some higher risk or higher profile activities.

Safe supervision requires the leader to:

have recent relevant experience

have undergone additional activity and or/site specific training

hold either a relevant qualification, or be judged as appropriately competent by the Headteacher and Head of the Centre being used where relevant.

#### **Examples include:**

- Walking in non remote country where a remote supervision style is used
- Camping in lowland non remote areas
- Orienteering in a public or non enclosed area
- Cycling on roads or non remote off - road terrain

- Geological fieldwork in a coastal location or in or by water
- Low level initiative challenges
- Beach barbecues/beach activities (not swimming)
- Theme parks
- Water parks
- Adventure playgrounds
- Student exchange visits
- Field studies\* in a coastal location or in or by water
- Visits to the following KCC managed Outdoor Education Centres:
  - o Kent Mountain Centre
  - o Swattenden Centre
  - o Bewl Water Outdoor Centre
  - o Centre d'Hardelot \*\*
  - o Kearsney Campsite \*\*

\*Excluding the KCC managed Environmental Education Centres

\*\* Activities that are booked/attended whilst visiting Centre d'Hardelot and Kearsney Campsite are not vetted or led by Centre staff and therefore a programme that is to include any adventurous activities when visiting these venues will fall within Category C.

### **Category C:**

This category includes all the activities that are within scope of the Adventurous Activity Licensing Regulations 1996. It also includes a range of activities that fall outside the scope of the above licensing regulations but are commonly pursued by schools.

An example of such an activity is motor sports, where safe supervision requires the leader to have completed some prior test of his or her specific competence. Such competence might include a recognised training course, the recorded accumulation of relevant experience, or an assessment of competence by an appropriate body.

Category C requires that the leader should have undergone a recognised course of training, have gained relevant experience, and have been assessed as competent, usually by being in possession of a current National Governing Body qualification. Leaders of activities must provide evidence of their qualification and recent and relevant experience to the Headteacher.