



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 History, 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, to allow all our pupil's access to a wide range of visits and experiences.

Procedure before the activity If the trip is to be booked by the curriculum lead and led by another member of staff there should be a meeting before the booking to ensure that both are aware of what is at the venue/location so that all bookings are applicable and have the most positive outcome to all pupils.

Health and Safety on Educational Visits Gov.uk - Using outside organisations.

Schools using an outside organisation to provide an activity must check they have appropriate safety standards and liability insurance. The Council for Learning Outside the Classroom (LOtC) awards the Learning Outside the Classroom Quality Badge to organisations who meet nationally recognised standards. Schools can check if an organisation holds the LOtC Quality Badge. UK School Trips - School Trip or Educational Visit planning made easy.

If an organisation does not hold the badge, the school must check that they're an appropriate organisation to use. This could include checking:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be taking over supervision of the children. See Link for full details.

Health and safety on educational visits - GOV.UK (www.gov.uk)

Schools should appoint an educational visits coordinator and make sure they have the training they need. The headteacher has this duty if there is no coordinator. Local authorities or academy trust outdoor education advisers can advise on appointing and training coordinators. The coordinator works with the local outdoor education adviser to help their colleagues in schools to assess and manage risks.

HVS Educational Trip Co-Ordinator, overall responsible and co-ordinator in absence of Facilities Manager - Head Teacher

HVS Educational Trip Co-Ordinator – Facilities Manager – Certified 18 December 2023 + 3 years.

OEAP Advisor Kent, As of 26 June 2023 – Niall Leyden - Niall.Leyden@theeducationpeople.org

The co-ordinator should

- be an experienced visit leader.
- have the status to be able to guide the working practices of other staff.
- be confident in assessing the ability of other staff to lead visits.
- be confident in assessing outside activity providers.
- be able to advise headteachers and governors when they're approving trips.
- have access to training, advice, and guidance.

Coordinators can also get guidance on the OEAP website.

One member of staff (Lead Member of Staff) will be responsible for seeking permission, booking, and planning of the School Trip/Visit.

1. Complete the school Trip Request Form this is in the New Trip Folder/School Trips. This information will include. See form for full details:

- Name of lead member of staff.
- Name of suggested support staff, although this cannot be agreed straight away.
- Name of driver and what vehicle, minibus drivers are limited.
- Subject and location.
- Class and number of pupils expected (Before parental consent).
- Cost of the trip, Venue, train fare, additional activities at the venue. Not fuel cost.
- Rational for the trip – is this educational, a reward or something a new event happening outdoors, for instance it could be a Triathlon.
- Timings – leaving, travel time to, at location, travel time back – A very important part, more so if going out of Kent if going outside of Kent.
- List timings.

Once the trip has been agreed by the Head Teacher a signed copy of the form must be added to 1. In the school trip folder/Head Teacher Permission Slip. The lead member of staff will then

- Confirmed booking and add to trip folder.
- Confirmation of any other activities booked at the venue, also added to the trip folder.

2. Once the booking has been confirmed it will be the same staff member who is fully briefed on what is required for the planning phase. This will include making them aware of the named school trip folder and what is required, files in the folder as follows:

- 1. Head Teacher Permission Slip.
- 2. Booking confirmation plus other information/bookings from the Venue.
- 3. Execution general outline.
- 4. Parental Consent Form. This is to include permission for the trip, permission for all other activities which will be named and dependent on weather conditions items such as sun cream and coats will be mentioned. This will also state that the pupil can be withdrawn from the trip on behavioural issues.
- 5. Venue Risk Assessment.
- 6. School Risk Assessment.
- 7. Those taking part, this will include medication and parental/care contact details.
- 8. Lost or Missing Child Policy and Flow Chart.
- 9. Trip/Planning check list.
- 10. Careers Questionnaire
- 11. Pre visit

The Lead Member of Staff will also be made aware that recognisance of the venue should take place, this is to check the following (Could be other reasons dependent on the venue):

- Is the venue safeguarding relevant.
- Do the timings suit the trip/venue location.
- Is there suitable parking available, never assume a minibus can be parked near by.
- Should First aider be qualified or competent.

If the Lead Member of Staff cannot complete the recognisance and cannot name another member of staff, the Facilities Manager must be made aware so that recognisance can be organised. There will also be no assumption that this was visited four years ago, and all will be the same.

The parental permission 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. Pupil Risk Assessments will also be checked during the planning phase to make sure the attendance is safe.

3. 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.

Visits/trips that will return outside of school hours. The pupil information should be added to Annex C of the Execution General Outline. This must include information on all pupils and how they are getting picked up/dropped off.

4. 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.

5. Prior to the trip a meeting will be held with attending members of staff so that it is confirmed that they are aware of all the information required, they will have been made aware of the trip folder before the briefing. Before the trip leaves it will be checked that the relevant staff are aware and 7. From the folder is left. This is also known as Annex C, full list, medication and contact details.

5. During the activity

- A member of staff must remain with pupils, even if they are split into groups, Visit lead will be aware of the splits and staff required.
- On arrival at the destination, pupils must be briefed on expectations. This will include a safe location if pupil becomes lost from group.
- Pupils must be always supervised by staff throughout the visit.
- 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 a mobile telephone, and it is expected that telephone numbers are exchanged so that everyone is contactable. Some Venues/Locations a radio will also be required.
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6. Procedure after the activity

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

7. 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: Please note if its not on the blanket consent or not routine PE a trip/visit must be planned.

- Chilham and Chartham Sports Fields
- Kingsmead Leisure Centre, Canterbury
- Faversham & Simon Langton Boys School Swimming Pools
- Local Countryside
- Kent County Cricket Ground, Canterbury
- Canterbury City Centre
- Badgers Hill Farm Chilham
- Chalkhill Farm Canterbury
- Catch 22
- Yew Tree Farm
- Visits to local community, shops, and supermarkets as part of social development work

8. If a member of staff wishes to take a group of pupils to any of the above places to take part in an educational experience, a date needs to be agreed with the relevant Assistant Head Teacher 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.

The lead member of staff will be aware of this policy and the relevant Risk Assessments, the lead will also take 7. Annex C this will list those taking part, medication and contact details.

9. 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.

10. 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
- Kent County Cricket Ground, Canterbury
- Ashford Leisure Centre
- Any PE activities planned/booked outside of the normal PE routine must be planned as a trip/visit.

Activities held off site will be planned in blocks lasting up to six weeks. Prior to booking the facilities or organising the activity, the PE Curriculum Lead

- Risk Assessments are in place which identifies both the potential risks at the facility and those which may arise during any journey undertaken. Venue Risk Assessment must be added as an Annex to the PE Risk Assessment. Staff will be aware of the PE Risk Assessment which includes the crossing of roads.
- 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 (1-4/5) 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 always switched on and fully charged.
- Staff will be made aware of any pupil on medications. Staff will also be aware of how controlled drugs are to be secured when taken off site.
- Ensure medication is required is recorded and taken on the trip/visit.
- Staff always supervise pupils.
- 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. Staff will also ensure that extra fluids and sun cream are taken.
- 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 always carried during the activity.

Links with other policies:

Planning. Execution General Outline - Execution General Outline
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

Responsible Person: Mrs C Lorne – Proprietor

Useful Information and Resources

- Outdoor Education Advisors Panel (OEAP) National Guidance for Educational Visits and Activities <http://oeapng.info/>
- DfE Guidance on the Health and Safety of Pupils on Educational Visits <http://www.kelsi.org.uk/policies-and-guidance/health-and-safety-guidance/curriculum-topic>
- Emergency Planning Guidelines for Kent Schools - <http://www.kelsi.org.uk/running-a-school/maintenance-and-operations/emergency-planning>
- Guidance on First Aid for Schools – A Good Practice Guide Managing Medicines in Schools and Early Years Settings – <http://www.kelsi.org.uk/policies-and-guidance/health-and-safety-guidance/risk-assessment>
- KCC Incident/Accident Reporting - <http://www.kelsi.org.uk/policies-and-guidance/health-and-safety-guidance/accident-reporting>

Policy Review Date: August 2025

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APPENDIX 5 LYME DISEASE - [Lyme disease - NHS \(www.nhs.uk\)](#)

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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 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 are they 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 most 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 Annex C of the Execution General Outline is completed.

- 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 must 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 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
- the Proprietors

(Remember: the school, or a parent/carer 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 the Proprietors will act as the school contacts for the activity. Please ensure that you obtain addresses, landline and mobile telephone numbers for Management Team and Proprietors. 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 and Facilities Manager.

When the School Trip has been planned it will have the Venue/Location Risk Assessment and the HVS Trip Risk Assessment. Where the venue/location has no Risk Assessment the trip will not be authorised until the lead member of staff has completed a recognisance.

The lead member of staff will also be aware of other relevant Risk Assessments, such as:

- Accidents

- Safe Driving of School Vehicle
- First Aid
- Pregnant Women
- School Trips
- Medication

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.

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. Hope View School is owned and operated by Carmichael Education Ltd DFE Number: 886/6123 Registered No: 5446414 Directors: Mr M and Mrs C Lorne
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: _____ E-MAIL _____

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 another 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 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 C:

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 coastal location or by the water
- Visits to the following KCC managed Outdoor Education Centres
 - Kent Mountain Centre
 - Swattenden Centre
 - Bewl Water Outdoor Centre
 - Centre d'Hardelot **
 - Kearnsey 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.

- 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.

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?)
 - Are there drying facilities?
 - Is there a sickbay?
 - Do you know how to contact the emergency services, and the location of the nearest hospital?
 - Are there facilities for the safekeeping of valuables?
 - Do you need to liaise with other residents (especially other Academy parties) over the use of shared facilities?
 - What do you need to tell your pupils about 'house rules', respect for other residents, etc.?
 - 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.