



Grayshott CE Primary School

Off Site Visits Policy

Non-Statutory Policy

**Approved by FGB
March 2025**

**To be reviewed
Spring 2027**

Our Vision

'Acorns to Mighty Oaks'

We are acorns growing to mighty oaks.

Our roots are in Christian teachings and in a loving, supportive village and church family.

Our branches are strong moral character and a love of learning.

Our fruit will be fulfilling lives that make a positive difference in the world.

“They will be called the oaks of righteousness.” Isaiah 61: v1-3

Introduction

As part of the broad balance of curriculum and learning arrangements of the school, opportunities are frequently taken to enrich and enhance this through outdoor learning, outdoor education and educational visits and ventures. These guidelines outline our policies and operational procedures in these contexts. The school's policy and procedures are formulated in conjunction with the **advice, guidance and training** provided by the Hampshire Outdoor Education, PE and DofE Service and their documentation and guidance.

Our aims are:

- To give purpose and relevance to learning
- To build self-control and independence in all children
- To help to develop life skills
- To challenge the children with real problem-solving activities
- To ensure activities are suitable and relevant to the children concerned, having regard to their ages, abilities and aptitudes.
- To make activities challenging but also fun and enjoyable, in a safe environment.
- To help the children to develop socially, emotionally and intellectually as individuals and as members of teams.

All off-site activities will be guided by Hampshire's regulations and guidance notes on offsite activities. There will be:

- An agreed procedure for both day and residential visits.
- An agreed emergency plan for both day and residential visits.
- An Offsite folder is kept in the office in the hanging file named School Day Visits, which contains a copy of the guidance notes, emergency contact numbers and trip overviews for the year.

Types of visits and ventures planned at Grayshott:

- local ventures (within the village of Grayshott) including Forest School
- Day visits outside the Grayshott Primary School site, day or part-day ventures
- Residential ventures (overnight or longer visits away from Grayshott Primary School site)

Organisation and management:

- Approval systems- Risk assessments (Appendices A and B) for off-site day trips must be signed by the Headteacher **two weeks prior to the date of the visit.**
- Any trips that involve travelling to London or residential trips must be put onto EVOLVE so that they can be approved by the EVC and Headteacher. Residential visits then need to be approved by the **EVC, Headteacher AND local authority.**
- An Educational Visits Coordinator is always in post and keeps up to date with the Outdoor Education, PE and DofE Service. The current EVC is Michael Clarke (AHT).
- Governors are kept informed of the overall policy and programme, as well as being given feedback on specific events and successful ventures.

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- Off-site visits and educational visits are fully integrated into the ethos and culture of the school and all key policies are considered for their relevance and adaptations or agreements made as required, in particular:
 - Behaviour and Anti-Bullying policies – rights, respect and responsibility issues, the core of agreed codes of conduct and management strategies
 - Safeguarding policy and how this is translated into off-site contexts
 - Emergency/critical incident planning

Communicating with parents:

- Parents (or persons with parental responsibility) are informed at the start of each term of the programme of activities, especially the use of the grounds or local areas for learning outside the classroom. Parents will be asked to complete an annual or termly consent (Appendix G) form to confirm that they give permission for their child to undertake visits within the **local area during the school day** e.g. within the village of Grayshott.
- A recommended medical form is collected annually (Appendix C), with a request to parents to keep us updated with any changes. Residential visits require parents to complete an updated medical form.
- Day visits that take place away from the local area and occur outside school hours will require visit-specific consent forms (Appendices H and I).
- Residential or long-distance ventures require visit-specific consent forms to be completed.
- the school charging policy is agreed and includes all aspects of off-site activity or educational visits:
 - requests for voluntary contributions and their rationale
 - collecting and recording contributions and money
 - how the funding collected represents costs and how the money is to be spent
- off-site insurance details are available on the school server and can be found in **TeachersPool/Visits/Insurance** and these are sent out in synopsis form with long distance, residential and similar ventures.
- Transport used for school visits outside the locality of Grayshott Village may include:
 - Taxis (through recognised suppliers)
 - coaches (through recognised suppliers)

Supervision

Supervision strategies are taken from the HCC *Supplementary employer guidance*. Teachers have access to this guidance on the school server and can be found in **TeachersPool/Templates forms and letters**. This also includes agreements on ratios, which are never exceeded and frequently improved. The strategies to be used are dependent on typical risk factors of the group or individuals concerned, the site or location, the leaders present (including ratios) and other factors such as transport or weather etc. These are agreed as part of the planning process and can be adapted to changing circumstances, for example clear 'Plan B' alternatives, when it is necessary or prudent to do so.

Inclusion

This inclusive school seeks to involve all children in all offsite activities. There are three different activities that children are invited to participate in during their time at Grayshott:

- 1) **Activity provided as part of the National Curriculum**- this is a statutory requirement that all children should attend.
- 2) **Enhancement or enrichment activity**- these are ventures where comprehensive coverage, for example a whole class or group, is desirable but suitable alternatives are available at school. National Curriculum and similar entitlement is not lost, Inclusion of all is desired but not required. Choice or other factors may mean that not all attend.

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- 3) **Optional Enhancement or enrichment activity** that is a clear choice or extra – optional. Choice and other factors will mean that not all attend.

At Grayshott, every reasonable step will be taken to ensure the inclusion of all children in all our visits. Should adjustments need to be made, leaders will need to fill out the **reasonable adjustments form** (Appendix D) However, if those reasonable steps cannot ensure the safety and/or that of other children attending the visit, then that may be the reason a child cannot attend that particular venture.

Safeguarding – Grayshott's Safeguarding Policy and Volunteer Policy follows and includes off-site activity, including residential activity. In particular:

- 1) guidance on acceptable behaviour and avoiding unnecessary contact is included
- 2) suitable 'employment' checks are made on volunteers and other responsible adults who support these ventures in line with guidance (e.g. the degree of monitoring, frequency and intensity of contact), including DBS requirements
- 3) external providers or outdoor centres are drawn from the Outdoor Education, PE and DofE Service's checked providers list, which confirms that safety management checks are in place

Risk-benefit assessment:

When planning visits for groups or whole classes to undertake, members of staff will:

- 1) Carry out an analysis of the benefits of the activity translated into clear objectives and expectations. This will be recorded on teacher's medium term planning and **trip planning form** (Appendix E)
- 2) Complete an assessment of the risk (Appendix B) of harm and its likelihood is made, followed by putting clear control measures in place so that they can be satisfactorily managed. Risk assessments to be checked and signed by the Headteacher **two weeks** prior to the visit taking place. A risk assessment will also need to be completed for any children participating whose behaviour is considered to be challenging (Appendix F)
- 3) Conduct a pre-visit to the visit location. Very well-known and used sites may be checked by contacting key personnel prior to re-visiting and accessing web-based information.

Incidents and emergencies

- 1) Guidance from the Outdoor Education, PE and DofE Service is used to prepare visit leader and base-contact checklists and contact details are made accessible to the leader on the school server. The incident management checklist is also available for use.
- 2) The Children's Services Incident and Emergency 'Establishment Plan' has been used as the basis for all incident and emergency responses. (See Appendix G)
- 3) any concerns or 'near-misses' are discussed to consider changing strategies and reported to the Outdoor Education, PE and DofE Service where necessary or if the information is useful.

Monitoring and review

The school's monitoring policy has been approved by the senior management team and governing body, and is reviewed according to agreed procedures. This includes outdoor learning/off-site and educational visits.

- 1) individual staff reviews contribute to the feedback on the quality of ventures and recommendations for the future. Trip evaluation forms (Appendix J) must be completed within **24 hours** of the visit taking place and placed in the school trips file.
- 2) The Headteacher reports to governors on an annual basis as to the effectiveness of the overall programme
- 3) Good practice and provision is celebrated through staff meetings and complaints reviewed through the head the teacher and relevant bodies.

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- 4) The policy is reviewed every three years or as required if regulations, guidance or circumstances change.

Procedures to be followed for all off-site activities

When any group goes off-site the leader must ensure that:

1. They have a list of all the children and adults in the group, detailing groups, adult responsibility, itinerary and any medical needs of the children. It should also contain contact numbers in case of an emergency.
2. Accompanying adults have group lists showing:
 - Their own group responsibility.
 - Any medical needs within the group.
 - Who is travelling in which separately from the group (if applicable)
 - The name and telephone number of the base contact person who can be contacted in an emergency.
 - The mobile phone number of the leader of the visit.

The adults must be briefed about the itinerary for the day and the objective(s) of the visit.

3. There is a contact person available throughout the duration of the time off-site.
4. The leader must have access to the designated school emergency mobile switched on at all times.
5. The answer phone at school is not switched on during school hours when there are off-site activities.

The school office and the contact person should have:

1. The names of all off-site participants/students, including the adults.
2. Which pupils are in which transport if separate vehicles are used.
3. The intended itinerary.
4. The names and telephone numbers of the travel company.
5. Access to parental home contacts for all involved (including adults)
6. Mobile phone number of the leader or designated emergency contact mobile.
7. Phone number of the CEO or representative in the event of an emergency.

In addition for Residential visits

1. Staff in charge must have a list of names, addresses and contact phone numbers.
2. Mobile phones must be operative and carried so they can be contacted at all times.
3. The school office will be the in-hours contact base – therefore the answering machine should not be switched on during school hours when a residential visit is taking place.
4. A list of names, addresses and telephone numbers will be available at school.

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5. Two contact persons for out of school hours will have full lists of children and staff, the names and telephone numbers of contact persons in the Divisional Education Office and an agreed chain of contact numbers for informing parents.
6. The school will contact the class representative in order to contact parents quickly in the event of an emergency.

General guidance for leaders of visits

Leaders:

- Have legal responsibility for young people throughout the entire venture
- Have a duty of care; they must act in a way that a reasonably responsible parent would. They must act in a professional manner taking all reasonable measures to ensure the children are protected from unacceptable risks.
- Keep the above duty of care throughout the whole venture; it cannot be delegated.
- Are responsible for ensuring that each group activity should have a responsible adult with them.

The group leader should:

- Be an experienced colleague.
- Have ability to undertake a comprehensive assessment of the visit.
- Be able to put into action a suitable behaviour management system.
- Induct all the leaders (including parental helpers).
- Group the children appropriately.
- Be competent.
- Ensure that there is First Aid provision with them on the visit.
- Have sufficient pastoral experience.

Guidance for Headteachers and Governors

Headteachers should ensure that:

- the leader of the proposed visit has clear objectives for the visit and is able to set high standards.
- any delegation should be done with a clear rationale – some delegation to the Educational Visits Co-ordinator is recommended.
- all staff have access to relevant documentation.
- risk assessment procedures are in place and effective.
- all off-site activities are evaluated to see how effective they are.
- there is an appropriate leader for each group. The leader should have experience, know how and have pastoral experience.
- leaders are provided with training.
- there is an annual overview of intended visits.

Governors should:

- ensure that arrangements are in place and regulations followed.
- have a named governor responsible for overseeing educational visits and ensure they are informed of visits taking place annually.
- have the ability to act on behalf of parents to ascertain that the arrangements and risk assessment have been carried out, to ask themselves if the overall cost represents value for money.
- ask for feedback and a thorough review from the visit.

Action to be taken by the group leader (or other party staff) in the event of a serious accident

In the event of an emergency, group leaders and base contacts must follow the advice presented in the emergency contact cards (Appendix G)

Appendices that accompany this policy

- Appendix A – Risk Assessment – Step 1
- Appendix B – Risk Assessment for Visit (Appendix B)
- Appendix C – Medical Form (Appendix C)
- Appendix D - Reasonable Adjustment form (Appendix D)
- Appendix E – Trip Planning form
- Appendix F – Risk Assessment for challenging behaviour
- Appendix G – Emergency Contact Cards
- Appendix H – KS1 Letter
- Appendix I – KS2 Letter
- Appendix J – Trip Evaluation form

Appendix A- Step 1 RA

RISK ASSESSMENT

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), then complete the specific risk assessment form as needed.

| | The activity is... | The participants ... | The activity leader ... | The environment is... | First aid and emergency support are... | Weather changes... |
|---|---|---|--|--|--|---|
| 1 | Within the everyday experiences of the individuals | Are very experienced with an appropriate level of understanding | Is very experienced in leading this activity and qualified at the appropriate level | A local, well known location – urban or rural with predictable hazards | Available at the activity site. Establishment staff have appropriate in-date qualifications | Will have no effect on the group |
| 2 | Outside the everyday experience of the individual but some tasks have familiar aspects | Are regularly exposed to the activity with an adequate level of understanding | Regularly participates in this type of activity but may have minimal qualifications and little leadership experience | Less well known – urban or rural with hazards that could change quickly | Available at the activity site. Establishment staff have minimal or lapsed first aid qualifications | Are appropriate to the activity. Any changes will have minimal effect but will not affect safety |
| 3 | Outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC) | Have some exposure to the activity with experience at a recreational level and some understanding | Has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity | Relatively unfamiliar – potentially complex urban or rural; in the UK, Europe or US; industrial or residential | Available at the activity site. Establishment staff have generic competence | Could lead to problems if the group is not adequately prepared with training and equipment |
| 4 | Outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC) | Have very occasional exposure to the activity with some experience at an introductory level and limited understanding | Has had very occasional experience to the activity as a leader, limited experience as a participant and has no qualifications | Within close proximity to water, cliffs, beaches, steep or high ground, or other novel hazardous topographical or environmental features | Not readily available at the activity site. Establishment staff have in-date First Aid qualifications (evidence will be required by EVC) | Could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped |
| 5 | Outside the experience of the individual with no training prior to the trip | Are absolute novices with no experience of the activity | Has no experience of the activity in a leadership capacity with some experience as a participant | Outside Europe or the US; wilderness, or an area classed as advanced by NGBs | Not readily available at the activity site. Establishment staff have no first aid qualifications | Could have serious repercussions for the group |

Add up the total of your answers – **Highlight outcome**

| | | | |
|------------------------|---|---|---|
| 6 – 10 LOW RISK | 11 – 19 MEDIUM RISK Evidence will be required to show you have recognised the risk and made provision for control of risk | 20 – 25 HIGH RISK Further discussion with EVC is required. Changes will need to be made to lower the overall risk | 25 – 30 UNACCEPTABLE RISK Further discussion with Headteacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk |
|------------------------|---|---|---|

Appendix B- Risk Assessment

Site / Group / Activity specific Risk Assessment and Risk Management record

Establishment:

Leader:

Location:

Other staff :

Group size:

Ratio:

| | |
|--|---|
| <p>Benefits (aims, objectives, intended outcomes...)</p> <ul style="list-style-type: none"> • • | <p>Who might be at risk? (Tick as appropriate)</p> <p>Participants __ Staff __ Volunteer Adults __ Others (specify)</p> <p>_____</p> |
|--|---|

| Identifying the hazards – assessing the risk | Control measures – reducing the risk | Risk rating Outcome (H/M/L) |
|---|---|-----------------------------|
| <p>Site and its environment</p> <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> • • • | |
| <p>Group / special needs / accommodation / down time/ safeguarding</p> <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> • • • | |
| <p>Leader and activity arrangements</p> <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> • • • | |
| <p>Transport</p> <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | |
| <p>First aid arrangements</p> <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | |

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Appendix C – Medical Form

Personal Details of Participant

First Name: _____ Surname: _____ Mobile(if applicable) _____

Date of Birth: ___/___/___ Age: _____ Male / Female (delete as appropriate)

Address: _____

Postcode: _____

Next of Kin – name and address during the activity (if different from above) _____

Contact Numbers – Home: _____ Work: _____ Mobile: _____

Any special dietary requirements: _____

Medical Information

Name and address of participant's Doctor: _____

Telephone Number: _____ NHS Number (if known): _____

Has the participant had or have any of the following?

Where 'YES', please give specific details overleaf.

| | | | | | |
|-----------------------------|-----|----|--|-----|----|
| Asthma or bronchitis | Yes | No | Allergies to any know medication | Yes | No |
| Heart condition | Yes | No | Other allergies (material, food, animal, plasters) | Yes | No |
| Fits, fainting or blackouts | Yes | No | Other illness, disability or special needs | Yes | No |
| Severe headaches | Yes | No | Travel sickness or sleepwalking | Yes | No |
| Diabetes | Yes | No | Regular medication | Yes | No |

Is the participant receiving -

Support and/or treatment for mental health from their counsellor or Doctor? Yes No

Medical or surgical treatment of any kind from their Doctor or hospital? Yes No

Has the participant been given specific medical advice to follow in emergencies? Yes No

*If the answer to any of these questions is Yes, please give details overleaf
(including name and dosage of any medicines/tablets)*

If it is considered necessary, do you consent to mild painkillers (Paracetamol) being administered? Yes No

If it is considered necessary, do you consent to hypo-allergenic sun screen being provided? Yes No

Has the participant received vaccination against Tetanus in the last 10 years? Yes No

Consent for the Visit

I confirm that I have parental responsibility for _____

He/she is in good health and I consent to him/her taking part in ALL activities set out in the visit information.

(Any variation to this should be noted overleaf).

I am aware that the travel insurance synopsis is available for viewing in school / the Establishment.

In the event of illness or accident, I consent to any necessary medical treatment, which might include the use of anaesthetics. In

the event of any change to these details, illness or medical treatment occurring after the return of this form and prior to the activity, I will undertake to inform the group leader.

_____ Print name here: _____

Signed by person with parental responsibility for participants under 18 years of age.

_____ Print name here: _____

Signed by participant if aged 18yrs and over.

Date: _____

Consent for programmed water sports and water related activities

(eg: kayak, canoe, sail, windsurf, rafting, etc.; or activities involving water eg: caving, gorge walking)

Please tick **ONE** of the boxes below as appropriate to confirm the water capability of your child.

Ticking A, B, C or D below **confirms your consent** to your child undertaking water activities within the programme provided. This information will be passed to the Provider by the school / college / establishment to allow appropriate adjustments or operating procedures for inclusive participation¹.

If, for any reason, you wish

to withhold consent for any activity, this should be detailed in the space below.

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A) I confirm my child can swim 50m and is water confident

C) I confirm my child is water confident and can swim, but I'm not sure how far. They have been in a pool or other water and can submerge their head without becoming distressed

B) I confirm my child can swim 25m and is water confident

D) I confirm my child is a non swimmer, and/or may not be confident in the water.

¹ As set out in HCC Registration information to providers.

Additional Consent, Medical or Special Needs Information

(Add additional sheets if required)

Signature: _____ Date: _____

Image Consent - Note to visit leaders - Consent must be obtained if you intend to use images of identifiable young people and adults.

Schools should already have Image Consent in place as part of their enrolment procedures.

All other HCC groups - Photography, video and multimedia consent can be obtained by an additional form found on this webpage- <http://intranet.hants.gov.uk/corporatecommunications/brand/cc-imagesofpeople/cc-images-consentforms.htm>

There are several different forms - please make sure you choose the correct form for your group.

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Appendix D – Reasonable adjustment form

Reasonable Adjustments Record for medical / special needs inclusion

1. List all the options/adjustments to enable inclusion. (All options should be documented even if not feasible).
2. Benefits and Detriments of each option.
3. Decision of feasibility.
4. Discuss decision with the Headteacher who will make the final decision based on the evidence.
- 5.

| Situation/ Concerns / Medical issues: | | | | |
|--|---------------------------|-----------------------------|--------------------------------|--------------|
| Option/Adjustments | Benefits of Option | Detriments of Option | Decision of Feasibility | Notes |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |

Outcome:

Visit Leader Signature:
Signature:

Date
Date

Headteacher

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Appendix E – Trip Planning form

Trip Planning Checklist

| | |
|--|--|
| Destination: | Number of children: |
| Class: | Number of adults: |
| Date: | Total number of persons travelling: |
| Purpose for trip (objectives) 1) 2) | |
| Departure time: | |
| Return time: | |

Please give 8 weeks notice of your trip.

| | |
|--|--|
| 1) Date into diary and parent calendar. Check date and place with Headteacher. | |
| 2) Obtain pro-forma visits letter from <i>teacherpool/visits/templates forms and letters</i> . | |
| 3) Complete coach quote form, office to get quotes Check your timings for return to school- will you be leaving/returning outside the hours of a normal school day. Make sure this is made clear to parents in the trip letter. | |
| 4) Coach confirmed by phone/email – office | |
| 5) Raise coach purchase order – BP Number: | |
| 6) Letter approved by office, out to parents. Letters must go out 6 weeks prior to the visit taking place. | |
| 7) Office to publish trip on online payments system | |
| 8) Invoice/payment details to BP | |
| 9) Undertake pre-visit to site to inform risk assessment | |
| 10) Check suitability of parent volunteers. Check that they have DBS checks.* Send out letters confirming their involvement on the trip along with the parent volunteer form that they need to sign and return. | |
| 11) Complete Step 1 Risk assessment and hazards risk assessment - (enter onto EVOLVE system if travelling to London). (To be completed and given to Headteacher 2 weeks before visit) Signed copy of RA to be placed in the central school trips file which is kept in the staffroom. | |
| 12) Staff trip handbook completed and saved on <i>teacherpool/visits</i> Copy of this must be placed in central school trips file which is kept in the office. | |

Costings

| | |
|---|---|
| Entrance fees (ex VAT price) | £ |
| Cost of Transport | £ |
| Online costs + 1% | £ |
| Other costs (please state) | £ |
| Costs total | £ |
| Total divided by _____ students = COST PER PUPIL | £ |

| | |
|--------|--------------------|
| PART 2 | Evaluation of Risk |
|--------|--------------------|

BEHAVIOURS CAUSING CONCERN – ASSESSING THE LEVEL OF RISK

Use **Table One** to record your locally considered target(s) and levels of risk as determined below:

Target

The Target column in **Table One** should be used to indicate the type of person(s) to whom the challenging behaviour is or has been previously directed. Considerations should be based on known history, current knowledge and perception based upon local understanding. The appropriate Target codes (below) are to be entered in **Table One** against each related behaviour.

| CODE | TYPE OF TARGET |
|----------|------------------------------------|
| A | Members of staff |
| B | Headteacher (specifically) |
| C | One other specific member of staff |
| D | Other pupils |
| E | The pupil himself |
| F | Visitors |
| G | The physical environment |

Probability

Record your considered view of the likelihood that the behaviour will occur again using the following guide to identify your considered level of probability. The appropriate Probability codes (below) are to be entered in **Table One** against each related behaviour.

| CODE | LEVEL | GENERAL DESCRIPTION |
|-----------|----------------------|--|
| HL | HIGHLY LIKELY | Existing evidence leads staff to conclude that there is a high and concerning probability that the behaviour is likely to occur again. |
| L | LIKELY | There is a possibility that the behaviour is more likely than not to occur again. |
| U | UNLIKELY | Although the behaviour has happened before, the context has changed or can be changed to make it unlikely to happen again |

Seriousness

Make a considered and balanced judgement about the seriousness of the challenging behaviour as below. The appropriate Seriousness codes (below) are to be entered into **Table One** against each related challenging behaviour.

| CODE | LEVEL | GENERAL DESCRIPTION |
|-----------|---------------------|---|
| VS | VERY SERIOUS | This includes physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to self or others; or lengthy disruption to school routines |
| S | SERIOUS | This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to school routines |
| LS | LESS SERIOUS | This does not include physical injury or damage to property but would include some level of minor distress to self or others; or some minor disruption to school routines |

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Influencing factors

When considering risk, the individual's character, and local on-site and off-site factors may have a significant impact in influencing the probability of the challenging behaviour taking place. Consider the factors below and/or add other factors to assist in determining where and when such challenging behaviour may be triggered or influenced.

Some influencing factors may be particularly closely related to particular challenging behaviours. You may choose to show this by recording the Influencing Factor codes (below) relating to each influencing factor in the final column of **Table One**. This may enable you to plan your preventive measures more specifically.

| CODE | POSSIBLE INFLUENCING FACTORS |
|----------|--|
| 1 | Periods of unstructured activity |
| 2 | Particular environments or lessons or transition times |
| 3 | Spaces which involve close physical proximity |
| 4 | Home pressures/factors including changes in, or unsettled home environment |
| 5 | School pressures/factors including assessment periods or routine changes |
| 6 | Particular adults or children in school |
| 7 | Availability of dangerous equipment |
| 8 | Other (please specify) |

Table One – Behaviours Causing Concern

The challenging behaviours listed in Table One (below) represent a typical range of potential behaviours which may not necessarily represent those challenging behaviours that are being addressed on your particular site.

Where these listed behaviours (below) differ from those being experienced on your site, you are encouraged to adapt and /or insert the challenging behaviours that are specific to the problems being encountered at your site and which are pertinent to the behavioural actions of the child.

| Table One | BEHAVIOURS CAUSING CONCERN | | | |
|--|----------------------------|----------------------|----------------------|-----------------------------|
| CHALLENGING BEHAVIOUR (RISK AREA) | TARGET CODES | PROBABILITY CODES | SERIOUSNESS CODES | INFLUENCING FACTOR CODES |
| Verbal aggression (threats or swearing) | A,B,C,D | | | |
| Intimidation through physical actions | A,B,C,D | | | |
| Other physical aggression (wielding equipment) | A,D | | | |
| Property destruction or damage | D,E,G | | | |
| Running from immediate location | A,B,C,E | | | |
| Running off site | A,B,C,E | | | |
| Blocking exits / entrances to prevent access for others | A,B,C,D | | | |
| Refusal to move or obey instruction | A,B,C,F | | | |
| Use of equipment as weapon (throwing or waving) | A,D | | | |
| Unwillingness to follow directed activity or given instruction | A,B,C | | | |

| | |
|---------------|------------------------------|
| PART 3 | Preventative Measures |
|---------------|------------------------------|

A range of common and site specific preventative measures can be implemented to reduce the risks associated with challenging behaviour so as to protect those potential targets from unnecessary harm and distress. Use **Table Two** and **Table Three** to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Considered to be inappropriate to the particular risks presented (**I**)
- Previously actioned but proven to be unmanageable and ineffective (**U**)

Table Two – Proactive measures

These measures are intended to prevent challenging behaviour and prevent or reduce the probability of the onset of conditions that would potentially facilitate the challenging behaviour.

| Table Two | PROACTIVE MEASURES | P | A | I | U |
|-----------|---|---|---|---|---|
| | Eliciting pupil view in planning and review | | | | |
| | Providing regular feedback and pastoral support to pupil | | | | |
| | Involving parent/carer in decision-making and planning | | | | |
| | Involving outside agencies (e.g. EP, BSU, Outreach Services) | | | | |
| | Establishing an individual plan | | | | |
| | Providing regular supervision to staff working with the pupil | | | | |
| | Adapting curriculum arrangements to reflect challenge, choice & structure levels appropriate to the pupil's assessed needs | | | | |
| | Adapting group arrangements to promote positive peer models and minimise inappropriate contact | | | | |
| | Arranging furniture and other equipment to minimise movement and frustration | | | | |
| | Providing frequent rest or change of activity opportunities | | | | |
| | Establishing a positive teaching programme to increase the pupil's range of appropriate skills | | | | |
| | Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour | | | | |
| | Identifying the message communicated by the pupil's behaviour | | | | |
| | Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents | | | | |
| | Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons | | | | |
| | Systematically reviewing difficult incidents in order to improve upon practice and learn from experience | | | | |
| | Other proactive measures <i>Flexible arrangements with parents to provide support at lunchtime and withdrawal from the school setting as appropriate</i> | | | | |

Table Three – Reactive measures

These measures and strategies are intended to enable an effective response to early warning signs or an escalating situation where challenging behaviour may take place or may already have taken place, or where conditions have facilitated an opportunity for challenging behaviour to take place.

| Table Three | REACTIVE MEASURES | P | A | I | U |
|--------------------|---|----------|----------|----------|----------|
| | Active listening | | | | |
| | Environmental adaptation (e.g. removing triggers, changing peer and/or staffing arrangements) <i>Location specified for ***'s chosen 1-1 times</i> <i>Location specified for ***'s 'time out'</i> | | | | |
| | Diversion or distraction to a preferred activity <i>Several choices are offered as to preferred activity</i> <i>Agreed number of time out cards available during a session / day</i> | | | | |
| | Assistance in the use of an agreed strategy such as a particular communication symbol or an exit card <i>detailed and sequenced Individual Behaviour Management Plan devised and agreed with *** & parents</i> | | | | |
| | Physical intervention <i>Rarely used (only when placing himself and / or others at significant risk of harm) and always in line with HCC guidelines and full agreement of parents</i> | | | | |
| | Other (Please specify) | | | | |
| | Other (Please specify) | | | | |
| | Other (Please specify) | | | | |
| | Other (Please specify) | | | | |

Note 1:

All physical intervention must take place within the context of the Hampshire County Council guidance 'Guidelines for the use of physical restraint in schools maintained by Hampshire County Council'. Specific training in physical intervention is available through Hampshire Educational Psychology Service where the level of risk justifies such training.

Key actions

It is expected that any child whose behaviour is challenging may already have an individual behaviour management plan which has been shared with all affected parties eg. staff. This will already record many of the proactive and reactive strategies designed to reduce the level of risk presented by that child's challenging behaviour. There is no need to repeat these below. Instead, (where applicable) note the date when this plan was initially drawn up and note its proposed review date in the two boxes below. Use **Table Four** (below) to record any *additional* measures to be implemented to reduce the risks, and record the person responsible for implementing the changes.

CHILDREN'S SERVICES HEALTH & SAFETY

| | |
|---|--|
| Date of current individual behaviour management plan | |
| Proposed date for review of current plan | |

Upon review of this risk assessment at the due review date, any further actions identified, or any changes to preventative measures, whether proactive or reactive, should be added to **Table Four** (below) and implemented at the earliest reasonable opportunity.

| Table Four | FURTHER MEASURES TO BE TAKEN |
|---------------------------|---|
| RESPONSIBLE PERSON | DESCRIPTION OF ADDITIONAL MEASURES |
| | |
| | |
| | |
| | |

Off-site Emergency Procedures – BASE CONTACT

Action to be taken by the base & base contact person in the event of a serious accident/incident, eg:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury
 - circumstances in which a group member might be at serious risk or have a serious illness
 - any situation in which the press or media are or might be involved.
- 1) Record the telephone number of the group leader and the group. Listen carefully and write down:
 - what happened
 - to whom
 - where
 - when
 - what has happened since the incident.
 - 2) Inform the head of your establishment or a senior member of staff of the relevant details as soon as possible.
 - 3) If agreed or as necessary, telephone the Children’s Services emergency number as follows:

HCC: Daytime: Outdoor Education, PE and DofE Service: 01962 876218
24 hrs: Emergency Planning Team: 07623 960259

PCC: Daytime: City Contact Officer: 023 9284 1717
24 hrs: Children’s Services Emergency Support Team: 07985 870667

SCC: Daytime: Children’s Services: 023 8083 3272
24 hrs: Children’s Services out-of-hours service: 023 8083 3675

WBC: Daytime: Critical Incident Schools Liaison: 01635 519027
Out of hours: Emergency out-of-hours switchboard: 01635 42161

Outdoor Education, PE & DofE Service offers advice and guidance to any of the above during work hours 01962 876218.

- 4) Not only must the parents of any injured young person be notified as a priority, but arrangements should be made for all parents to be contacted regarding the safety of their particular child(ren) or young people.
- 5) If necessary, assistance should be given to transport parents to their injured child if he/she is hospitalised.
- 6) If necessary, an incident centre should be established as soon as possible. Each school/youth area should have a planned location for this eventuality.
- 7) Refer all press/media enquiries to the Media Centres: **HCC 01962 847368** / **PCC:023 9268 8073/ SCC 023 8083 2001 / WBC 01635 519125**, or via the emergency contacts above.

All base contacts must have by their telephone:

- lists of all group members (including adults) together with the addresses and telephone numbers of their next-of-kin
- complete details of the itinerary
- telephone numbers of senior staff from the establishments concerned
- telephone numbers of Children’s Services/EPT contacts.

GROUP LEADER - Action to be taken by the group leader in the event of a serious accident/incident:

- 1) Stay calm - assess the situation.
- 2) Protect the group from further injury or danger.
- 3) Render first aid or other service as appropriate.
- 4) Call rescue services (112 / 999) and/or police if required:
 - state the nature of the emergency
 - give your name, address/location and telephone number, followed by:
 - the location of the incident
 - the nature of the incident
 - the names of the individuals involved
 - the condition of those involved and where they are located.
- 5) Phone your base or base contact person (as soon as possible) with:
 - clear information about the situation
 - your location
 - your actions to date
 - your telephone number
 - a request to the receiver to alert your senior managers and/or the Children's Services contact.
- 6) If it is not possible to reach your base/base contact person, telephone the emergency number::

HCC: Daytime: Outdoor Education, PE and DofE Service: 01962 876218
24 hrs: Emergency Planning Team: 07623 960259

PCC: Daytime: City Contact Officer: 023 9284 1717
24 hrs: Children's Services Emergency Support Team: 07985 870667

SCC: Daytime: Children's Services: 023 8083 3272
24 hrs: Children's Services out-of-hours service: 023 8083 3675

WBC: Daytime: Critical Incident Schools Liaison: 01635 519027
Out of hours: Emergency out-of-hours switchboard: 01635 42161

Outdoor Education, PE & DofE Service offers advice and guidance to any of the above during work hours on 01962 876218.

- 7) It is probable that both the leaders and young people will be in a state of shock, therefore:
 - remove remainder of the group to some secure accommodation and place under the care of a member of staff able to protect them from the attention of the press/media
 - if necessary, request the police to assist or ask for direct support from your base
 - calm and comfort the young people and arrange for their evacuation.
- 8) Do not make any statements to the press/media or allow anyone else to make statements other than expressions of sympathy.
- 9) Do not allow group members to text or telephone home or friends until contact has been made with your senior staff, the Press Office or Children's Services senior managers
- 10) Retain all equipment involved in an unaltered condition.
- 11) Do not allow anyone to see any group member without an independent witness being present. (No-one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.) Refer all press/media enquiries to the Media Centres: **HCC 01962 847368** / **PCC:023 9268 8073**/ **SCC 023 8083 2001** / **WBC 01635 519125**, or via the emergency contacts above.

Appendix H – KS1 Letter

Dear Parents

Visit to ??? on ??? – Year ?

Teacher input paragraph - explain why we are going and how it fits in to the curriculum and will enhance children's learning.

Travel will be by coach so please ensure your child arrives promptly at school. The coach will be leaving and returning during the school day and your child will need to wear school uniform for the visit; please remember a coat. If your child suffers from travel sickness please inform us and ensure that your child takes a travel sickness tablet at the appropriate time. Please label any medication e.g. inhalers and hand them in to us in the morning.

As lower school children are entitled to UFSM, we can provide a packed lunch for your child if you wish. This will be a roll with a choice of filling, crudities, cookie or cake and a drink. Please indicate your choices on the slip below or indicate if you will provide a packed lunch.

In order for this trip to take place, it is necessary to ask for a voluntary contribution of £???? per child. This covers the cost of a coach and any admission fees divided between the class. Please be aware that if insufficient contributions are received the trip will have to be cancelled. Please fill in and return the consent form at the bottom of this letter by ?????, together with your voluntary contribution. It is essential that the permission slip is signed and returned, should you choose to pay online.

If you would like to help out on the visit by guiding a small group of children around for the day, and hold a current DBS check with us, please let me know. We are really looking forward to this visit. Do come and talk to us if you have any questions or concerns.

Yours sincerely

Teacher ???

Please return consent form to reception by ????

Visit to ??? on ??? – Year ?

I give permission for my child to attend this visit and I confirm the school office is aware of any medical conditions my child may have, as per the data collection sheet, and I have informed the office of any recent changes.

I am **able/not able** to help with the trip and I hold a DBS check from Grayshott Primary School.

- My child would like a school packed lunch (please circle choice of roll) Cheese spread / Tuna mayo
- I will provide a packed lunch for my child from home.
- I enclose a voluntary contribution of £??? towards the cost of the trip (cheques payable to HCC).
- I have paid online – transaction ID number_____.

Child's Name _____ Signed Parent/Carer _____

Appendix I – KS2 Letter

Dear Parents

Visit to ??? on ????? – Year ?

Teacher input paragraph - explain why we are going and how it fits in to the curriculum and will enhance children's learning.
Travel will be by coach so please ensure your child arrives promptly at school. The coach will be leaving and returning during the school day and your child will need to wear school uniform for the visit; please remember a coat. If your child suffers from travel sickness please inform us and ensure that your child takes a travel sickness tablet at the appropriate time. Please label any medication e.g. inhalers and hand them in to us in the morning. Please provide a packed lunch for your child with a drink in a plastic bottle.

In order for this trip to take place, it is necessary to ask for a voluntary contribution of £???? per child. This covers the cost of a coach and any admission fees divided between the class. Please be aware that if insufficient contributions are received the trip will have to be cancelled. Please fill in and return the consent form at the bottom of this letter by ?????, together with your voluntary contribution. It is essential that the permission slip is signed and returned, should you choose to pay online. If you would like to help out on the visit by guiding a small group of children around for the day, and hold a DBS check with us, please let me know. We are really looking forward to this visit. Do come and talk to us if you have any questions or concerns.

Yours sincerely

Teacher ???

Please return consent form to reception by ????

Visit to ???? on ?????? – Year ?

I give permission for my child to attend this visit and I confirm the school office is aware of any medical conditions my child may have, as per the data collection sheet, and I have informed the office of any recent changes.

I am **able/not able** to help with the trip and I hold a DBS check from Grayshott Primary School.

- I enclose a voluntary contribution of £??? towards the cost of the trip (cheques payable to HCC).
- I have paid online – transaction ID number _____.

Child's Name _____ Signed Parent/Carer _____

Trip Evaluation Form

| | |
|--|--|
| Destination: | Number of children: |
| Class: | Number of adults: |
| Date: | Total number of persons travelling: |
| Purpose for trip (objectives) 1) 2) | |

| |
|---|
| Did your trip meet the objectives? |
| |

| |
|---|
| What made the trip successful for the children as a learning experience? |
| |

| |
|---|
| What would you change about the trip for future years? |
| |