

Educational Visits Policy

Kelvin Hall School

Policy reviewed and adopted
by the Board of Trustees

Spring Term 2024

Version

V1

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Spring Term 2027

Responsible Committee:

Finance and Personnel

Monitoring:

Trust Board

Related Policies

**Health & Safety
Safeguarding (including 'Prevent')**

Where is this policy
published?

Thrive Intranet & Website

Contents

1 Thrive Charter	2
Thrive Mission Statement	2
Thrive Values	2
2 Context	2
3 Application	3
4 Types of Visit	3
5 Roles and Responsibilities	4
6 Staff Competence	4
7 Approval	4
8 Blanket Approval	5
9 Educational Visits Checklist	5
10 Parental Consent	5
11 Record Keeping	6
12 Monitoring	6
13 Roles & Responsibilities	6
13.1 EVC and SDL/EHT	6
13.2 Group Leader	7
13.3 Other teachers and adults involved in a visit	7
13.4 Responsibilities of pupils	7
13.5 Parents	7
14 Event Specific Note (ESN) – Risk Assessment	8
14.3 Supervision	8
14.4 Exploratory visit	8
15 Emergency Procedures	9
16 Inclusion	9
17 First Aid	9
18 Finance	9
19 Selection of Students	10
20 Transport	10
21 Insurance	10
22 Evaluating Trips	10
23 Public Sector Equality Duty	11
24 Person Responsible	11
Appendix 1 - Extended Learning Locality	12
A1.1 Boundaries	12
A1.2 Operating Procedure for Extended Learning Locality	12
Appendix 2 – Emergency Procedure	14
Appendix 3 – Emergency Action Flowchart for Visit Leaders	15
Appendix 4 – Emergency Action Flowchart for Base (Emergency) Contacts	16
Appendix 5 – Incident Record Form	17
Appendix 6 – Emergencies and Critical Incidents (From Evolve Training)	19

1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Context

2.1 We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Kelvin Hall School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

¹ Thrive's values are directly descended from the [Co-operative Values](#)

- Improvements in their ability to cope with change;
- Increased critical curiosity and resilience;
- Opportunities for making, creativity, developing learning relationships and practising strategic awareness;
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other);
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants, not passive consumers, and a wide range of learning styles can flourish;
- Enhanced opportunities for ‘real world’ ‘learning in context’ and the development of the social and emotional aspects of intelligence;
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk-aware as opposed to risk-averse;
- Greater sense of personal responsibility;
- Possibilities for genuine team-working including enhanced communication skills;
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments;
- Improved awareness and knowledge of the importance and practices of sustainability;
- Physical skill acquisition and the development of a fit and healthy lifestyle.

3 Application

- 3.1 Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.
- 3.2 In addition to this Educational Visits Policy, Kelvin Hall School:
1. Adopts the Local Authority’s (LA) document: **‘Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE’** (All staff have access to this via EVOLVE);
 2. Adopts National Guidance www.oeapng.info, (as recommended by the LA);
 3. Uses EVOLVE (www.hullvisits.net), the web-based planning, notification, approval, monitoring and communication system for off-site activities.
- 3.3 All staff are required to plan and execute visits in line with school policy (ie this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

4 Types of Visit

- 4.1 There are three types of visit:
1. Routine local visits in the ‘Extended learning locality’ (See Appendix 1);
 2. Day visits within the UK that do not involve an adventurous activity;
 3. Visits that are overseas, and/or residential, and/or involve an adventurous activity.

5 Roles and Responsibilities

- 5.1 **Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the EVC (using the Visit Approval form found on the staff Bulletin) prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.
- 5.2 **The Educational Visits Coordinator (EVC)** is Claire Grandidge, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit-related matters and will check the final visit plans on EVOLVE before submitting them to the **SDL/EHT**. Claire Grandidge sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.
- 5.3 **SDL/EHT (PCa)** has responsibility for authorising all visits on behalf of the trust via EVOLVE.
- 5.4 **The Governing Body's** role is that of a 'critical friend'. Individual governors may request 'read-only' access to EVOLVE.

6 Staff Competence

- 6.1 We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:
- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role;
 - Supervision by senior staff on some educational visits;
 - Support for staff to attend training courses relevant to their role, where necessary.
- 6.2 In deciding whether a member of staff is competent to be a visit leader, the EVC and **SDL/EHT** will take into account the following factors:
- Relevant experience;
 - Previous relevant training;
 - The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency;
 - Knowledge of the pupils, the venue, and the activities to be undertaken.

7 Approval

- 7.1 Before any formal arrangements are made all visits must be approved by Claire Grandidge (EVC) using the **Visit Approval form available on the school Bulletin** or www.hullvisits.net – homepage – pink resources tab – establishment documents.
- 7.2 The protocol for requesting permission is as follows:
- Complete the form;
 - Obtain permission from the line manager ;
 - Check date is available (see Judy Thompson/Chris Leng);
 - Send the form to CGr for permission.

- 7.3 Once the visit has been agreed, the approval process for EVOLVE is as follows for each type of visit:
1. Local visits follow the 'Extending learning locality' policy (Appendix 1);
 2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to Claire Grandidge (EVC) for checking at least **14** days in advance, and then forwarded to the Head for approval;
 3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous'). These are entered on EVOLVE and must be submitted to Claire Grandidge (EVC) for checking at least **28** days in advance, and then forwarded to the **SDL/EHT (PCa)** for approval. For some visits, these will be submitted to the LA/Trust for more in-depth advice and approval.

8 Blanket Approval

- 8.1 Blanket approval may be given for routine visits. For visits that have been given blanket approval, the visit leader and EVC must ensure that the relevant information is left with the school emergency contact including details of the venues, activity, group, transport, start/finish times and other relevant information for each visit.

9 Educational Visits Checklist

- 9.1 Kelvin Hall's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted & developed from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. Kelvin Hall's Educational Visits Checklist may be downloaded from EVOLVE (www.hullvisits.net – homepage – pink resources tab – establishment documents) **or can be found on the school bulletin.**

10 Parental Consent

- 10.1 Informed parent/carer consent must be obtained for all visits.
- 10.2 For routine visits (sporting extracurricular activities), blanket consent is obtained on an annual basis for each sports team. This should be done by letter with an attached parental consent slip or Google consent form and team fixture list.
- 10.3 For one-off visits (or series of repeated visits) consent is obtained by letter with an attached parental consent slip or Google consent form. For these visits, sufficient information must be made available to parents (via the initial letters, meetings, etc), so that consent is given on a 'fully informed' basis. For overnight/overseas visits a PC2 parental consent form must be attached to the letter and returned to the Visit Leader. This can be found, along with example letters, on the EVOLVE home page – pink resources tab – establishment documents.
- 10.4 If parents/carers withhold their consent absolutely the young person must not be taken on the visit but the curricular aims of the visit should be delivered to the young person in some other way wherever possible. If the parents/carers give conditional consent the Head will need to consider whether the young person may be taken on the visit or not.

11 Record Keeping

- 11.1 The EVOLVE system acts as a record for any visit planned and approved on the system. Therefore we only need to retain the following details for any particular visit:
- List of participants, medical information and emergency contact numbers;
 - Parental consent forms or Google form results spreadsheet (these can be destroyed 3 months after the

visit if no accidents or incidents have been reported);

- Where an accident or incident has been reported the Visit Leader/EVC should retain the parental consent form for the pupil(s)/young person(s) involved. As soon as possible JBk/FMa will need to log the accident. A first aid log should be taken on all visits and completed if necessary.

11.2 The following information should be kept for 5 years, after which it may be destroyed.

- Educational visits policy – dated so that the version current at the time of any visit can be traced;
- Standard risk management procedures dated as current at the time of the visit;
- Records of staff competence and training (perhaps as part of the appraisal/performance management records).

12 Monitoring

12.1 Internal monitoring by the EVC/SDL/EHT

12.2 It is good practice for the EVC/SDL/EHT to monitor visit leaders from time to time to ensure compliance with school/establishment policy.

12.3 Monitoring by the EVC/SDL/EHT will include:

- Scrutiny of standards of visit planning and organisation as part of the visit approval process;
- Occasional observation of visit leadership.

12.4 Following any observation of visit leadership the visit leader will be provided with verbal and written feedback and recommendations for further training if necessary. A copy of the observation report should be given to the visit leader and another copy kept on file by the EVC on behalf of the school.

13 Roles & Responsibilities

13.1 EVC and SDL/EHT

13.1.1 The **EVC** and **SDL/EHT** will endeavour to ensure that:

- Visits comply with regulations and guidelines provided by the LEA and National Guidance and the school's Health and Safety policy;
- A competent group leader has been appointed, who is able to monitor the risks throughout the visit;
- All necessary actions have been completed before the visit begins;
- The risk assessments are complete and appropriate safety measures are in place;
- All supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- Parents have signed consent forms or replied on a Google form;
- Arrangements have been made for all the medical needs and special educational needs of all the children;
- The mode of travel is appropriate;
- Travel times out and back are known;
- There is adequate and relevant insurance coverage;
- They have the address and phone number of the visit's venue and have a contact name;
- They have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff and volunteers' next of kin.

13.2 Group Leader

13.2.1 One member of staff, the group leader, is responsible overall for the supervision and conduct of the visit.

13.2.2 The Group Leader should:

- Obtain the EVC/SDL/EHT (PCa) prior agreement before any off-site visit takes place;
- Appoint a deputy who will take responsibility if something happens to the group leader (if applicable);
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- Undertake and complete a comprehensive risk assessment;
- Ensure the ratio of supervisors to pupils is appropriate for the needs of the group;
- Have regard for the health and safety of the group at all times; consider stopping the visit if the risk to the health and safety of the pupils is unacceptable;
- Ensure that group supervisors have details of the students on the visit & school contact/EVC and have a designated group and role;
- Consider the end of visit pick-up arrangements.

13.3 Other teachers and adults involved in a visit

13.3.1 Teachers on school-led visits act as employees of the School and the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head of School if some of their time on the visit falls outside normal hours. Teachers and other adults on the visit must:

- Do their best to ensure the health and safety of everyone in the group;
- Care for each individual pupil as any reasonable parent would;
- Follow the instructions of the leader and help with control and discipline.

13.4 Responsibilities of pupils

13.4.1 The group leader should make it clear to pupils that they must:

- Follow the instructions of the leader and other adults;
- Dress and behave sensibly and responsibly;
- Look out for anything that might hurt or threaten anyone in the group and tell the group leader about it.

13.4.2 Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

13.5 Parents

13.5.1 The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for residential visits. Special arrangements may be necessary for parents for whom English is a second language.

14 Event Specific Note (ESN) – Risk Assessment

14.1 Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. All national guidance e.g. Water Safety can be found on the EVOLVE website by using the NG button on the homepage.

14.2 A risk assessment should always be carried out before setting off on a visit, using the Event Specific Note Form found on the EVOLVE homepage – pink resources tab – establishment documents. The risk management should include the following considerations:

- What are the risks?
- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- What steps will be taken in an emergency such as a Terrorist attack? Where is the nearest hospital?
- What is the acceptable ratio of adults to students for the visit? (see below)

14.3 Supervision

14.3.1 It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- Sex, age and ability of group;
- Special educational needs pupils;
- Students with Medical Conditions;
- Nature of activities;
- Type of any accommodation.

14.3.2 The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger. The group leader should take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken;
- The location;
- The competence, experience and qualifications of supervisory staff;
- The group members' age, fitness and temperament;
- Pupils with special educational or medical needs;
- The quality and suitability of available equipment;
- Seasonal conditions such as weather.

14.4 Exploratory visit

14.4.1 Whenever possible the group leader should undertake an exploratory visit to

- Ensure that the venue is suitable to meet the aims and objectives of the school visit;
- Assess potential areas and levels of risk;
- Ensure that the venue can cater for the needs of the staff and pupils in the group;
- Ensure that the group leader is familiar with the area before taking a party of young people.

14.4.2 If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seek assurances about the venue's appropriateness for the visiting group, and gather generic risk assessments.

15 Emergency Procedures

15.1 **A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

15.2 The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury

or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority if needed.

16 Inclusion

16.1 Kelvin Hall will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

17 First Aid

17.1 A qualified first-aider should be available and accessible at all times on an educational visit. This person is required to take a first aid kit and log accidents with JBk/FMa if they occur.

18 Finance

18.1 The Group Leader is responsible for all financial aspects of a visit and should ensure that:

- A payment schedule is planned and parents are informed of this in the initial letter advertising the visit;
- The cost of the visit as detailed in the initial letter is fully inclusive and parents/carers are not asked to pay for extras outside of the original advertised cost of the visit at a later date;
- All receipts for payments made before and during the visit should be passed to the Finance Department;
- All students have paid for their visit before the date of travel;
- Providers/tour operators have been paid before the date of travel;
- The EVC and the Finance Department are informed when the payment schedule for a visit has not been met by a parent/carer in order that a revised payment schedule can be established in cases of hardship;
- The Headteacher authorises the participation in any visit of students who have not paid in full;
- Money collected from students to fund a visit must be paid into the Kelvin Hall School Visits account;
- A rough breakdown of the costs must be submitted to the EVC in advance of arranging a visit. Any surplus left in the account on completion of a balance sheet will be returned to students;
- If a visit is a compulsory element of a course the school will endeavour to help meet the costs for parents who are struggling to find the funding. In such cases, parents should be asked to speak to the group leader.

19 Selection of Students

- As soon as students have been provisionally accepted onto a visit, a list of names should be handed to the EVC who will forward any relevant student information. Only then should students be firmly allocated a place;
- Group leaders should send a list of students participating in each visit to Jane Hall so that a central list may be kept. Leaders should consult this prior to making the selection of students to ensure that as many students as possible are able to participate in a visit during their school career;
- Leaders should make clear in the letter to parents the method used for selecting students if the visit is oversubscribed. In most cases it is appropriate to draw names, which would be similar to a raffle-type system, supervised by school prefects and senior staff;
- In letters to parents informing them of visits, it should be made clear that participation in such visits depends on the sensible behaviour of the students.

20 Transport

- 20.1 The school minibus must be booked through the school reception and should be given as much notice as possible. All maintenance and fuelling are to be completed by Dave Tripp (site supervisor) and the school minibus drivers.
- 20.2 Students using transport on a visit should be made aware of basic safety rules including:
- Wearing a seatbelt and staying seated while travelling on transport;
 - Never throw things out of the transport vehicle's windows or make contact with other drivers or pedestrians whilst the transport is stationary or in motion;
 - Stay clear of automatic doors / manual doors after boarding or leaving the transport;
 - After leaving the vehicle, always wait for it to move off before crossing the road.
- 20.3 All rubbish should be taken away from the vehicle when they depart and group leaders should check for rubbish after all students have left.
- 20.4 Where a private car (staff car) is to be used to transport young people then this must be approved by the Head or EVC, and a PRIVATE CAR Form must be completed and retained by the establishment on an annual basis. The use of a PRIVATE CAR form can be found on the EVOLVE home page – pink resources tab – establishment documents.

21 Insurance

- 21.1 The school has in place Staff and Pupil Personal Accident and Travel insurance which covers all staff and pupils and provides comprehensive travel cover abroad and personal accident cover in the UK and abroad. **This is only valid once the trip has been approved on the evolve system.** If needed, details of the policy can be obtained from the school's admin office.

22 Evaluating Trips

- 22.1 The school requires visit leaders to evaluate on EVOLVE all visits that are not classed as visits under the 'Extended Learning Locality'. These visit evaluations should include student and visit leaders' feedback and should record any incidents, accidents and near misses.
- 22.2 This will help the school:
- evaluate whether its planning has worked;
 - learn from any incidents which took place.

23 Public Sector Equality Duty

- 23.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day-to-day work should have regard to the following:
- eliminating discrimination
 - advancing equality of opportunity and
 - foster good relations across all characteristics

23.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex or sexual orientation.

23.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Chiltern Primary School adheres to these statutory regulations.

24 Person Responsible

Updated Spring 2024

Head of School

To be reviewed Spring 2027

Appendix 1 - Extended Learning Locality

A1.1 Boundaries

A1.1.1 The boundaries of the locality are shown on the map below. This area includes the following frequently used venues:

- *Primary & Secondary Schools;*
- *All Sporting Venues;*
- *Allotments;*

A1.1.2 We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area by completing a blanket EVOLVE visit approval with a generic risk assessment, provided they follow the below Operating Procedure.



A1.2 Operating Procedure for Extended Learning Locality

A1.2.1 **The following are potentially significant issues/hazards within our extended locality:**

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

A1.2.3 **These are managed by a combination of the following:**

- SDL/EHT, Deputy or EVC must give verbal approval before a group leaves;
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office;
- The concept and Operating Procedure of the 'Extended learning locality' are explained to all new parents when their child joins the school **or** by letter home with parental consent reply slip;
- There will normally be a minimum of two adults. Staff are familiar with the area, including any 'no go areas', and have practised appropriate group management techniques;
- Pupils have been trained and have practised standard techniques for road crossings in a group. Where appropriate, pupils are fully briefed on what to do if they become separated from the group. All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum;
- Pupils' clothing and footwear are checked for appropriateness prior to leaving school;
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available;

- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return;
- A mobile is taken with each group and the office has a note of the number (a school mobile is available for visits on request);
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles).

Appendix 2 – Emergency Procedure

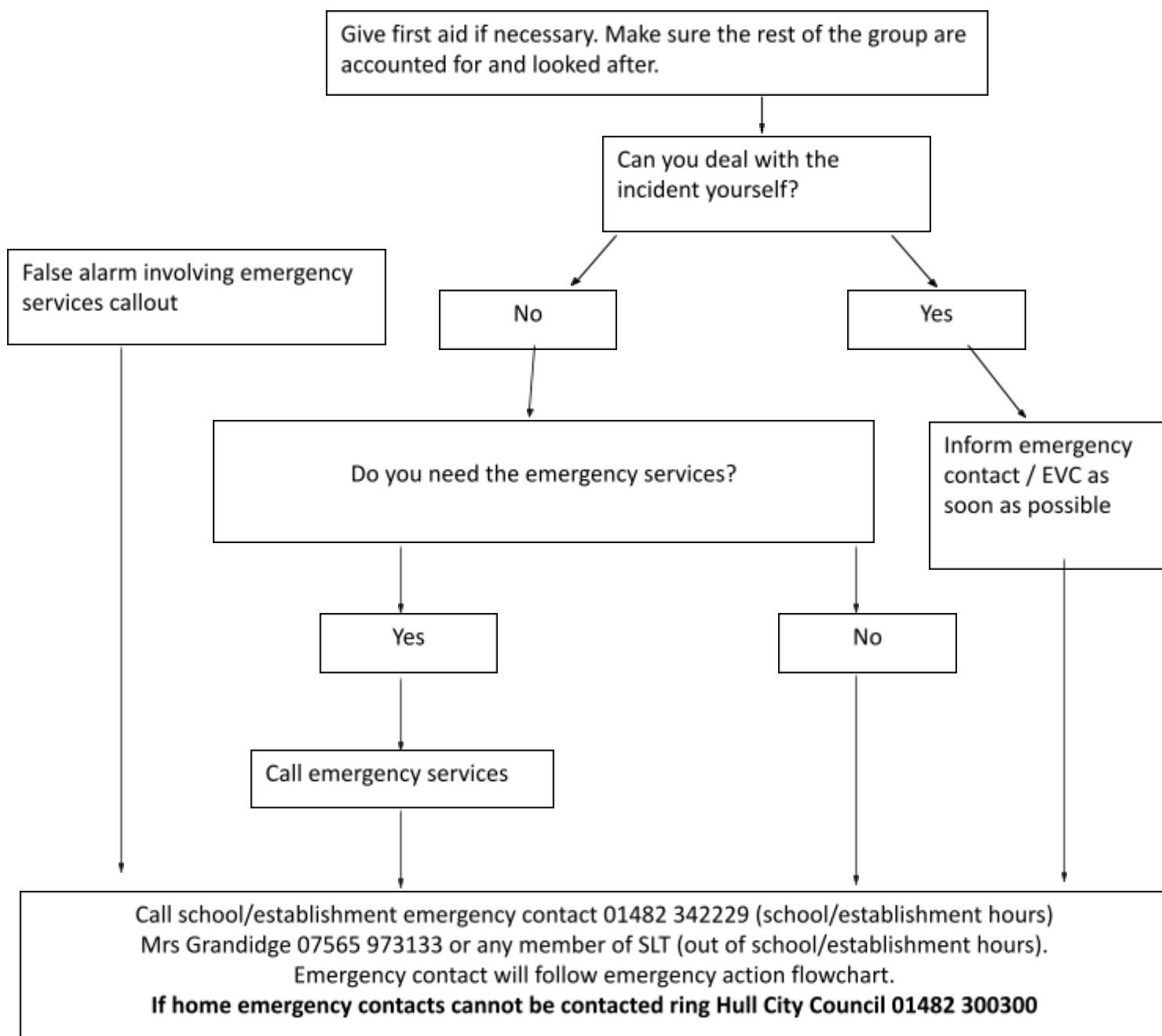
A2.1 The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office);
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager at all times;
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff;
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff;
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention;
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - An LA Emergency 'Card' (see EVOLVE Resources), or
 - An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)

Appendix 3 – Emergency Action Flowchart for Visit Leaders

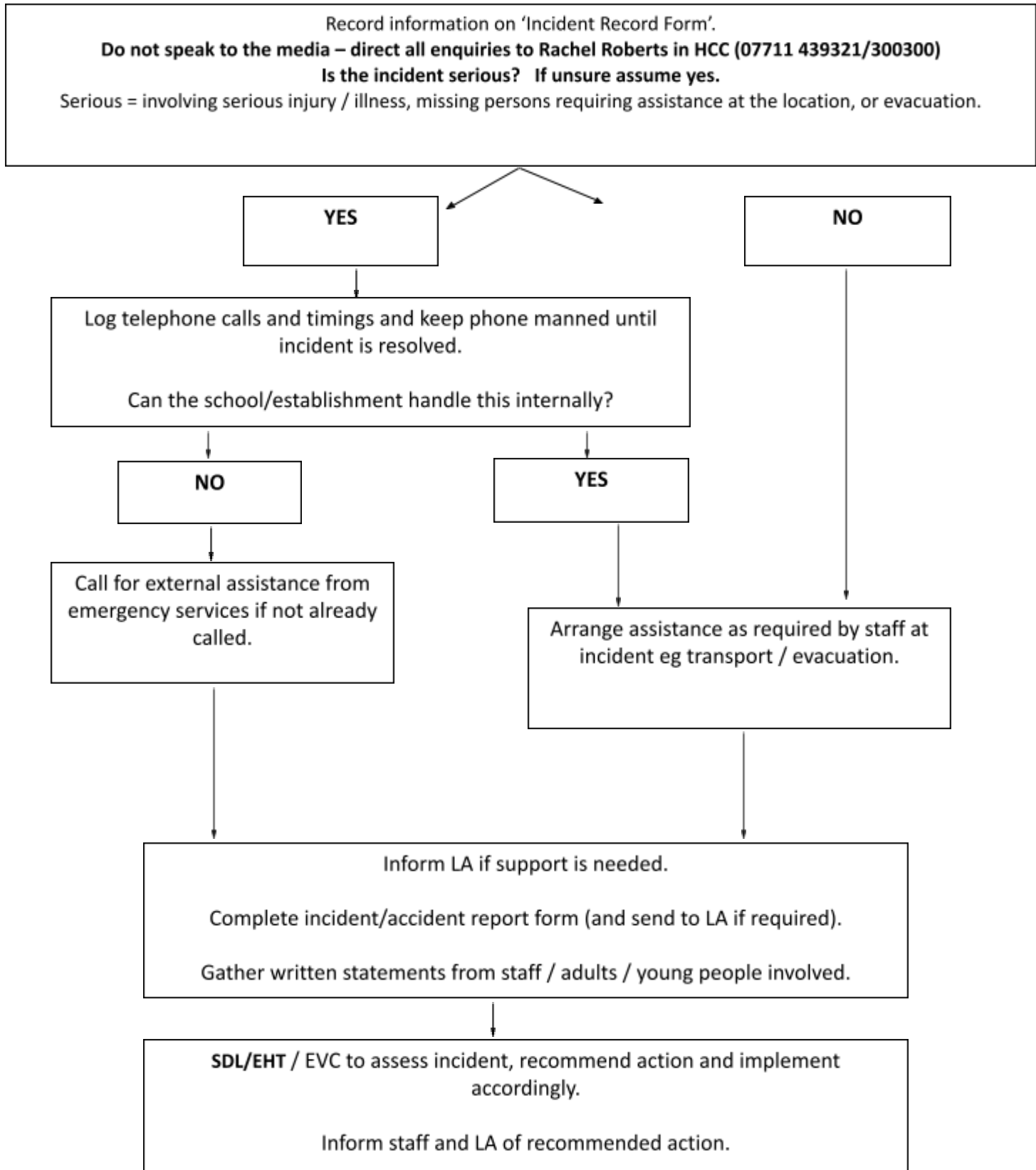
Emergency Action Flowchart for Visit Leaders

Do not speak to the media – direct all enquiries to LA if needed.



Appendix 4 – Emergency Action Flowchart for Base (Emergency) Contacts

Emergency Action Flowchart for Base (Emergency) Contacts



Appendix 5 – Incident Record Form

Incident record form

NB This form is to be used by an emergency contact during the period that they are handling an emergency call. The EVC should ensure that LA incident reporting procedures are followed as soon as possible after the incident.

ABOUT THE INCIDENT

Name(s) of any individual(s) affected by the incident _____

Time and date of incident _____

Location of incident _____

Activity taking place (if applicable) _____

Name(s) of staff leading the activity (if applicable) _____

Contact number for visit leader _____

Name(s) of key witness(es) _____

Description of incident and action taken (continue on separate sheets if necessary)

Form completed by _____ **Date** _____

Appendix 6 – Emergencies and Critical Incidents (From Evolve Training)

Emergencies and Critical Incidents (From EVOLVE Training) -

Guidance for First Contact

This document provides guidance for anyone in an establishment or employer who might answer the phone when someone calls to report an incident during an offsite visit.

Establishments and employers should make this guidance readily available, for example by providing printed forms or a laminated prompt sheet near telephones.

All staff who might answer the phone should be aware of it, and know what to do. See document:

4.1d “Emergencies and Critical Incidents - Guidance for Establishments” or

4.1e “Emergencies and Critical Incidents - Guidance for Employers”.

On Receiving a Call

When you receive an emergency call, remember that the caller might be very stressed. You should:

1. Remain calm;
2. Reassure the caller;
3. Ask the following questions and record all key information, doublechecking when necessary:
 - Who is calling? If you receive a call (e.g. from a journalist or parent) asking about an incident rather than providing information, refer them to Mrs Grandidge (DHT);
 - What number can we call you back on should we be disconnected?
 - Which school/establishment are you from?
 - What has happened? What is the nature of the emergency?
 - What is your role in the group (e.g. Visit Leader, Assistant Leader, Participant)?
 - What is the number and status of any casualties?
 - Are the emergency services involved?
 - What is your current location?
 - What is the group’s current location?
 - What is the total number of people in the group?
 - Is the group staying where they are or moving? If they are moving, where to?
 - What help do you require?
 - What time did the accident happen? What time is it now? If the group is outside the UK, what is the time difference?
 - Reassure them and thank them. Tell them that you will inform the appropriate people and that they will be called back as soon as possible.

4. Immediately contact staff in the following priority order and give them the information you have noted. Keep in contact with the caller until someone else takes this over from you.

Name or Role	Telephone(s)	Mobile(s)