

The Potteries School

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THE POTTERIES SCHOOL: H & S OF LEARNERS ON EDUCATIONAL VISITS

PRODUCED IN REFERENCE TO:

- Employers Liability (Compulsory Insurance) Act 1969
- Health and Safety at Work Act 1974
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- Adventure Activities Licensing Regulations 1996
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002

OUR SCHOOL CULTURE AND ETHOS

INTRODUCTION

The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) based in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.

Many of the learners have a history of school exclusion or had limited access to learning prior to admission. Most have been unable to manage in a formal educational setting and often the risks their behaviours present has impacted on their ability to be educated alongside large peer groups.

The education offered at the Potteries School seeks to reengage learners in a creative and meaningful curriculum, assisting them to catch up on missed learning and an assessment programme that identifies their learning needs accurately. All learning is offered in an inclusive environment and delivered by education professionals with an understanding of the needs of the learners, working to build self-esteem and learning confidence, develop peer relationships and progress independent learning skills.

In an effort to re-engage learners in learning through use of different approaches and mediums the school is developing a vocational aspect to the curriculum, including the use of off-site activities and access to more practically based award schemes. Learners have the opportunity to engage in Life & Independent Skills and Outdoor Pursuits. As such a significant amount of the curriculum takes place in the wider community, co-ordinated and facilitated by both teaching and care staff in the school week.

Due to the nature of our learners and the reasons that lead to them being educated at the school, all off-site activity is managed with high levels of staff supervision. Any adventurous activity programme undertaken by learners is supported by staff with appropriate NGB awards in that activity and demonstrating an adequate level of experience and competence, monitored by the Headteacher. Each

POLICY: Health and safety of learners on visits policy

COMPILED	IMPLEMENTED	COORDINATED	REVIEWED
25/11/2016	01/11/2017	Andy Joynson	18/08/2026

adventurous activity is supported by a generic risk assessment.

It is the decision of The Potteries School that travel to and from venues for educational visits remain within guidance laid out by CareTech Group Policies & Procedures, vehicle risk assessments and individual risk assessments; compiled for each young person on admission to the school and regularly updated. This allows accompanying staff the ability to make spontaneous risk assessment of a venue / situation, or

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
EMBEDDING	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	○ Make links to Children's Rights (UNCRC) in their plans. ○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making. ○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.
Equality and NON-DISCRIMINATION	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs. ○ Give information to children in a language or format appropriate for their age, culture, or ability. ○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.
EMPOWERING children and young people	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	○ Give children the information they need to influence decisions that affect them (e.g. simple language reports). ○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them. ○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.
PARTICIPATION	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	○ Develop clear targets to listen to children and young people from marginalised groups. ○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff). ○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.
ACCOUNTABILITY	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	○ Publish an accessible annual update showing how they've worked towards making children's rights a reality. ○ Feedback regularly to children in a suitable format. ○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.

transport to and from said venue, in regards to current behaviour of a learner and accompanying health and safety risks.

THE RIGHT WAY

ETHOS AND PRINCIPLES

- Learners should be able to experience a wide range of activities and health and safety considerations are a key component to ensuring these are successful and enabling progression;
- It is important that learners understand and manage the risks that are a normal part of everyday life;
- The management of risk should be carefully considered and suitable assessment tools used accurately;
- Staff receive adequate training to deliver the activity safely and manage the risks effectively;
- Employers, headteachers and support staff have a duty of care under common law to take care of learners akin to the methods a prudent parent would do so;
- Schools should seek to be inclusive... negotiated changes are permitted to allow for more participation.

ASSESSING RISK

Teachers and support staff are to take a common sense and proportionate approach remembering that risk assessment and risk management are tools to enable children to undertake activities safely. Sensible management of risk does not mean that a separate written risk assessment is required for every activity. For example, for annual or repeated activities, a review of an existing risk assessment may be all that is required. Where the Potteries School engages in regular activities, i.e. visits to local sports centre or a local library, regular checks will be made to ensure control measures and precautions remain appropriate. For new or high risk activities, a specific assessment of significant risks must be carried out.

PARENTAL PERMISSION

‘Written consent from parents is not required for learners to take part in the majority of off-site activities organised by a school as most of these activities take place during school hours and are a normal part of a learner’s education at school. However, parents should be told where their child will be at all times and of any extra safety measures required if appropriate’ (DfE guidance, 2014).

The Potteries School obtains general written permission for educational visits, outdoor activities and other offsite undertakings as part of the pre-placement provider documentation. For offsite activities that fall outside of a ‘local’ remit, permission is sought from the local authority social worker and the risk assessment upgraded or downgraded as necessary.

ROLES AND RESPONSIBILITIES

The Headteacher will:

- ensure all school staff, learners and the registered manager comply with this policy;
- work closely with the support staff and lead delivery, monitoring and assessment;
- provide leadership and vision in respect of equality;
- provide guidance, support and training for all staff;
- be responsible for the authorising of all educational visits whatever the duration or purpose;
- ensure that the Educational Visit Coordinator is sufficiently competent, experienced and qualified;
- ensure all support staff are subjected to a DBS check before they take part in an educational visit;
- ensure all accidents and emergencies are dealt with and reported;
- monitor the effectiveness of this policy.

The Educational Visits Coordinator (EVC)

The EVC at the Potteries School is the Headteacher and they are responsible for agreeing and overseeing all offsite activities undertaken by the School.

The Educational Visits Coordinator (EVC) will:

- be competent, experienced and qualified to undertake the role;
- have undertake appropriate training in:
 - organising and supervising educational visits
 - risk assessment
 - emergency procedures
 - medical and first aid
 - learner behaviour and discipline
 - supporting learners with additional learning needs
 - outdoor activities
 - water safety
 - dealing with the media
- ensure that all documentation is in place before the visit;
- review the planning, documentation and competence of the supervising staff;
- lead the development of this policy throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;

- keep up to date with new developments and resources.

PLANNING

Prior to departure, the Headteacher will prepare a risk assessment (which may be a reviewed version of a previous visit, if the visit is a regular or repeated activity) that will include the individual needs of the learner as well as the site details and anomalies. The risk assessment is a scored matrix that allows the Headteacher and supervising adult to provide a precision evaluation of the potential success of the visit for the learner. Additional control measures will need to be taken if the resultant RA score exceeds 19. This may result in the cancellation of the visit and alternative provision sought.

For any educational visit to be appropriate and to allow progress in learning it must have an objective for taking place. Learning can take place in many different contexts and through a variety of mediums but in order for such learning to occur it must have a focus or direction. Any educational visit occurring as a part of education at The Potteries School will have a set of stated Learning Objectives decided at the planning stage, prior to the visit being organised and certainly prior to the visit taking place. Such learning objectives must be appropriate to the educational context in which the visit is being planned.

Competency processes

The Headteacher will ensure that staff designation for all activities matches the requirements of that activity with regard to risk assessment, qualification level and practice competency. He will also ensure the more qualified staff take a lead role with regard to school process.

Future planning will include an activity visit and observation by the Headteacher to ensure the support offered is of the requisite quality and provides a safe learning environment.

Supervising Adults will be:

- trained in supervisory procedures for activities or visits;
- allocated learners for the activity or visit;
- given learner ALN information;
- implement the school equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Risk Assessment Procedures

- What are the hazards?
- Whom might they affect?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

Accidents and Emergencies

The supervising adults will:

- ensure all learners contact details are in place;
- be in charge of all accidents and emergencies;
- report and record all accidents and emergencies;
- deal with any reports or interviews to the media.

Recommended Adult Learner Ratios

There should always be enough supervising adults to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels

should be set accordingly. **The key reminder is that the ratio should reflect the ratio of care staff to the learner** as part of their care plan. In all other cases:

Keystage Three / Four - visits off-site on foot: 1:1 plus additional teacher to lead excursion.

Keystage Three/Four - visits off-site involving transport: 1:1 plus additional teacher to lead excursion

Regardless of the suggested ratios above, each visit will be assessed individually through the school risk assessment procedure for educational visits.

Medical and First Aid

The supervising adults will ensure that:

- staff are trained in first aid;
- supervisory adults are aware of all medical and first aid arrangements and procedures;
- the medical information of all learners is in place;
- parent consent forms are in place;
- learner medications are in place and secure;
- parents are contacted if their child is injured.

Preparing Learners

Wherever possible, learners will be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This may include considering health and safety issues. Learners must understand key safety information. This includes:

- the aims and objectives of the visit/activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from learners;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group;
- emergency procedures.

Debrief

Evaluation of the visit should take place as soon as is practicable. This is best conducted as a debrief session involving more than one member of staff involved in the activity. It is good practice that each trip/activity is reviewed prior to planning repeat activities.

REVIEW

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on 17/08/2027.