

# **Gillespie Primary School**



## **Educational Visits Policy June 2016**

## GILLESPIE PRIMARY SCHOOL

### Policy for the Planning and Organisation of Off-site Activities

#### **Introduction**

This policy refers to:

*“An off-site educational, cultural or sporting activity that requires the pupils to leave the school premises having been authorised to do so by the Headteacher and/or the governing body.”*

The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing 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.
- 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.

Islington Council, as the employer of staff at Gillespie Primary School and all other Community and Voluntary Controlled Schools, has the responsibility for the health and safety of pupils and staff and the actions of all employees while in the course of their employment.

All school employees have a responsibility;

- to take reasonable care of their own and others’ health and safety
- to co-operate with their employers
- to carry out activities in accordance with training and instructions
- To inform the employer of any serious risk.

This policy is designed to help staff ensure that pupils stay safe and healthy on all off-site activities. This policy is to be considered in conjunction with the Islington document *“Guidance for Educational Visits and Related Activities with National Guidance and EVOLVE September 2016”* and also adopt national guidance [www.oeapng.info](http://www.oeapng.info).

#### **Types of visit**

There are three types of visit:

1. Routine local visits in the ‘Extended learning locality’
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are overseas, and/or residential, and/or involve an adventurous activity.

Visits can include occasions when pupils are involved in such activities as:

- Residential visits that require an overnight stay
- Adventurous activities

- Day visits to such establishments as museums, galleries, places of historical interest
- Visits abroad
- Sporting activities
- Swimming sessions
- Visits to the local library
- Visits to the local shops
- Musical activities
- Traffic counts outside the school.

### **Roles and responsibilities**

Visit leaders are usually class teachers and they are responsible for the planning of their visits, and for entering these on EVOLVE Educational Visits Approval System (where required). They should obtain outline permission for a visit from the Head Teacher who is the Educational Visits Coordinator 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.

The Educational Visits Coordinator (EVC) is *Mark Owen who is also the Headteacher*. He 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 final visit plans on EVOLVE before approving them. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. *Governors with monitor this process as part of their annual safeguarding checks*. Individual governors have 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

### **Educational Visits Checklist**

*Gillespie School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. See Appendix 1 for the Educational Visits Checklist.*

### **Risk Assessment and Insurance**

Risk assessment and risk management are legal requirements. The school uses the online risk assessment system 'Evolve' recommended by Islington Council. Specific risk assessments will be completed by the group leader before each activity.

### **Communications with parents/carers**

- Parents/carers should be aware of every occasion that their child is taken off the school premises on a school authorised activity out of school hours.
- Parents/carers are not necessarily informed if children are taken out of school during school hours for a curriculum related activity in the local area.\*
- Parents/carers are entitled to be as fully informed as possible about the aims and planning arrangements for a proposed off-site activity.
- Whenever possible, a letter should be sent to families at least two weeks before the proposed non routine activity and a signed consent received at the school two days before the activity. The letter should be approved by the Headteacher.

- A meeting for parents/carers should be held for all off-site activities involving residency. This meeting should be held well in advance of the departure date and should include all relevant details pertaining to the activity.
- Consent for non-routine activities such as class visits to places of interest, sports competitions, and musical performances, should be gained by letter. In these cases, information regarding itinerary, schedules, and expectations of the pupils on the activity should be sent to parents/carers at least two weeks prior to the activity.
- Parents/carers are information about routine activities such as swimming at the beginning of each year.

\*The school obtains blanket consent on the 'Admissions form' on entry to the school for activities that fall within the 'Extended learning locality'.

Extended learning locality activities include:

- *Curriculum visits to local parks including Gillespie Park, Clissold Park, Highbury Fields and Finsbury Park*
- *Local libraries*
- *Swimming pools*
- *Curriculum work in the local area e.g.) traffic surveys in streets near school*
- *Visits to local shops*
- *Visits to local schools*
- *Sporting activities at other schools, parks and sports grounds*

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc.), so that consent is given on a 'fully informed' basis. As above, parents consent through a traditional paper consent form.

### **Operating Procedure for Extended Learning Locality**

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, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).

These are managed by a combination of the following:

- The Head or Deputy is informed through the weekly briefing meeting and diary about any groups leaving the school. Verbal permission will be sought if a change of plan requires that a class of children leave the school.
- Only staff judged competent to supervise groups in this environment are approved.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced 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.
- Pupils' clothing and footwear is 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 carry a mobile phone.

## Equal opportunities

All activities should be made available to all children irrespective of needs, ethnicity, gender or religion.

## Funding for visits

- Parents/carers are invited to make voluntary contributions to support the funding of day visits. The school funds the difference.
- The collection of finances should be in line with the guidance from the LBI Finance Handbook using the School Journey Account.
- The Headteacher and group leader should discuss security arrangements for money during activities and agree procedures for their safekeeping.

## Staff Competence

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.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher 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.

## Managing the activity – adults

- Supervising adults should be aware of the "duty of care" which is placed upon them. The overall responsibility rests with the Headteacher as overall manager of the school.
- The Headteacher will assess the competence of the adults accompanying the activity.
- The appointed Group Leader should manage the whole activity.

The role of the Group Leader will be as follows:

- Complete preparations for activity using Islington Council Guidance.
- Complete EVOLVE procedures before visit including the **Event Specific Notes (ENS)** which requires a group leader to make reference to specific risk assessment identified as being unique to that particular trip
- Evaluation after the activity if required to support future visits.
- Demonstrate knowledge of the venue of the visit/activity by making a preliminary visit where possible
- Clarify the roles of all adults involved in the activity, providing them with a list of pupils in their care along with their personal details in case of emergency.
- Ensure all adults accompanying the activity understand their 'duty of care'.
- Ensure that on-going risk assessment are carried for the duration of the activity and amend organisation if necessary
- Ensure that regular counts take place during the activity
- Ensure that all pupils are aware of the purpose of the activity
- Ensure that all pupils involved in the activity understand the expectations of their behaviour during the activity.
- Provide the Headteacher or appointed school contact with a list of pupils being off site.

- Be aware of the school's emergency procedures.

### **Managing the activity – supervision**

Specific pupil -adult ratios are advised depending on the age of the pupils and the type of activity:

Visits for Y4-Y6 pupils where public transport is used	1:12 minimum
Visits involving children in Nursery classes	1:2 minimum
Visits involving children in Reception classes	1:4 minimum
Visits involving children in Years 1 – 3	1:6 minimum
Pupils involved in adventurous activities	1:10 minimum
Residential visits	1:12 minimum
Visits abroad	1:10 minimum
In other circumstances the ratio is	1:15 minimum

- Each off-site activity should be risk assessed to ascertain the level of adult supervision required. It is desirable that an adult of each gender should accompany mixed groups of pupils if possible.
- Residential activities for mixed groups require that adults of each gender accompany the group.
- Newly Qualified teachers should be accompanied by an experienced member of the teaching staff on their first visits.
- Supervising adults must always include someone who has knowledge of basic First Aid. Only the Early Years trips require a Qualified Paediatric First Aider.
- Supervising adults should know of any special medical details relevant to a pupil.
- An adult who has not been DBS checked should never be left alone with less than four children during an activity.
- Adults should never travel alone with children in their own vehicle.
- Supervision is “full time”. There should be no reduction in levels of supervision on routine or non-routine activities. Responsibility for pupils lies with the group leader and staff at all times.
- All “free time” should be planned for and supervised.

### **Emergency procedures**

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

The school has an emergency plan in place to deal with a critical incident during a visit. All staff on visits are familiar with this plan.

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.

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:
  - a) An LA Emergency 'Card' (see EVOLVE Resources), or
  - b) An OEAP National Guidance Emergency action card – Appendix 2
7. The group leader should refer to the Emergency procedures as outlined above
8. Lost child" procedures should be established and understood by all adults involved in the activity.

### **Travel arrangements**

The following guidance and risk assessments must be followed for any class visit which includes walking, using school buses, private coaches and using public transport outside of school.

#### **On foot**

- The journey route must be planned in advance and checked in order to avoid major roads wherever possible
- Supervision on pavements/roads and especially the crossing of roads needs to be pre-planned as much as possible and zebra or pelican crossings must be used wherever possible
- Any group must have an adult at the front and at the back on any journey
- Pupils must be briefed on potential hazards and behaviour required of them
- When travelling on **escalators** one adult must step on first whilst another adult stands at the entry point to guide pupils onto the escalator. Another adult must bring up the rear.

#### **Use of public transport/ school buses/ private coaches**

- Journey to be assessed and key risk points to be identified
- Careful supervision particularly in crowded areas
- Head counts at entry, exit and change points
- Where possible large groups should be split in to smaller groups with leaders
- Pupils to know their group and leaders (where possible that information should be available on EVOLVE)
- Emergency plan in place, pupils know where they are going and what to do if they are separated from the group

### **In the event of an accident or illness**

One adult to escort the child to the relevant destination. Adult will inform school who will inform parent/carer ASAP. Adult will remain with them until parent/carer arrives.

#### **Lost pupils**

- If a child is lost inform the establishment that is being visited.
- Contact the school who will inform parent/carers.
- Inform the police

## **APPENDIX 1 – Educational Visits Checklist**

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

### **In advance of the visit:**

- |     |   |                          |                          |
|-----|---|--------------------------|--------------------------|
| 1.  | Have the intended outcomes of the visit been clearly identified? (see Section 4)  | <input type="checkbox"/> | yes                      |
| 2.  | Is the visit appropriate to the age, ability and aptitude of the group?   | <input type="checkbox"/> | yes                      |
| 3.  | Has there been suitable progression/preparation for participants prior to the visit?  | <input type="checkbox"/> | yes                      |
| 4.  | Does the visit comply with any guidelines specific to your Establishment?   | <input type="checkbox"/> | yes                      |
| 5.  | Does the visit comply with any specific LA guidelines? (see relevant sections)  | <input type="checkbox"/> | yes                      |
| 6.  | If a member of staff is going to <u>lead</u> an adventurous activity, have they been 'approved' by the LA? (see Section 28)   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | yes                      | n/a                      |
| 7.  | If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see <a href="http://www.lotcqualitybadge.org.uk">www.lotcqualitybadge.org.uk</a> ) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29) | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | yes                      | n/a                      |
| 8.  | Are transport arrangements suitable and satisfactory? (see Section 14)  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | yes                      | n/a                      |
| 9.  | If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17)  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | yes                      | n/a                      |
| 10. | If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18)  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | yes                      | n/a                      |
| 11. | Has a pre-visit taken place? (normal procedure for most visits within the UK).<br>If not, have appropriate additional checks been made?   | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |
| 12. | Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).  | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |
| 13. | Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability?   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | yes                      | n/a                      |
| 14. | Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?   | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |
| 15. | Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?  | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |
| 16. | Are all support staff aware of and comfortable with their roles?  | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |
| 17. | Are all helpers aware of and comfortable with their roles?  | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |
| 18. | If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? (see Section 7 and ESN Form)  | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |
| 19. | Is insurance cover adequate? (see Section 13)   | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |
| 20. | Does at least one member of staff know the participants that are being taken away, including any behavioural traits?  | <input type="checkbox"/> |                          |
|     |   | yes                      |                          |



- |     |  |                                 |                                 |
|-----|--|---------------------------------|---------------------------------|
| 21. | Have participants been advised in advance about expectations for their behaviour?<br>If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?        | <input type="checkbox"/><br>yes |                                 |
| 22. | Are participants aware of the nature and purpose of the visit?   | <input type="checkbox"/><br>yes |                                 |
| 23. | Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 9)  | <input type="checkbox"/><br>yes |                                 |
| 24. | Have all relevant details been issued? (E.g. itinerary, kit lists, etc.?)  | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 25. | Are staff aware of any medical needs and/or other relevant details of participants?  | <input type="checkbox"/><br>yes |                                 |
| 26. | Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?   | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 27. | Are staff aware of any relevant medical conditions of other staff/helpers within the group?  | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 28. | Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? (see Section 12)  | <input type="checkbox"/><br>yes |                                 |
| 29. | Is a first aid kit (appropriate to the visit) available? (see Section 12)  | <input type="checkbox"/><br>yes |                                 |
| 30. | Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc? e.g. 'Plan B', and have these plans been risk assessed and parental consent been obtained? | <input type="checkbox"/><br>yes |                                 |
| 31. | For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?  | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 32. | Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)?  | <input type="checkbox"/><br>yes |                                 |
| 33. | Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27)  | <input type="checkbox"/><br>yes |                                 |
| 34. | Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? (see Section 19)   | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 35. | If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (see Section 16)   | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 36. | A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?   | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 37. | Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?   | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 38. | Does any specialist equipment conform to the standards recommended by responsible agencies?  | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |
| 39. | Have all financial matters been dealt with appropriately?  | <input type="checkbox"/><br>yes |                                 |
| 40. | Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)? (see Section 3)  | <input type="checkbox"/><br>yes |                                 |
| 41. | If residential, overseas or involving adventurous activities, has the visit been approved by the LA ? (see Section 3)  | <input type="checkbox"/><br>yes | <input type="checkbox"/><br>n/a |

### During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours?  yes
43. Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)?  yes
44. Do staff have sufficient funds to allow for any contingencies?  yes  n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc.?  yes  n/a
46. Do staff have other items, e.g. first aid kit, + sick bags, litter sack, etc., if needed?  yes
47. Are participant numbers being checked at appropriate times?  yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?  yes  n/a
49. Are participants aware of the procedure in areas where there is traffic? (E.g. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? Etc.)  yes  n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively?  yes  n/a
51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet?  yes  n/a
52. Do participants know what action they should take if they become separated from the group?  yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?  yes

### At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants?  yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator?  yes  n/a
56. Has the group been debriefed and any relevant follow-up work completed?  yes  n/a
57. Have all loose ends been tied up, e.g. paperwork, finance, thank you letters, etc?  yes
58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?  yes
59. Have all staff and helpers involved in the visit been thanked for their input?  yes

## APPENDIX 2 – Emergency Action Card

### Emergency contacts

**Gillespie Primary School**  
Gillespie Road London N5 1LH  
T: 020 7226 6840  
Headteacher: Mark Owen

### Islington Council (out of hours)

**Emergency Contact:**  
Linkline Supervisor:  
0207 527 6336/5456/8006 24 hrs incl. bank holidays

Be prepared to give: Your name and school  
Phone number & back up phone numbers  
Exact Location  
Nature of Incident  
Number in the Group

**The Emergency Contact Centre will contact a chief officer and pass on details.**



# Emergency Action Card



Address: Gillespie Road, Highbury, London N5 1LH  
Telephone: 020 7226 6840  
Fax: 020 7354 8537  
Email: [office@gillespie.islington.sch.uk](mailto:office@gillespie.islington.sch.uk)  
Website: [www.gillespie.islington.sch.uk](http://www.gillespie.islington.sch.uk)  
Headteacher: Mark Owen

**This 'card' must remain with the Visit Leader at all times on a visit.**

**In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention,** the Visit Leader should seek advice from their school emergency contact(s). This should normally include the Head/deputy or in their absence a member of the SLT.

**In the event of an incident that does involve a serious injury or fatality, and/or is likely to attract media attention,** the Visit Leader should adopt the following protocol:

- REMAIN CALM - Assess the situation;
- Safeguard uninjured members of the group (including self); making sure all other members of the party are:
  - Accounted for
  - Safe
  - Adequately supervised
  - Briefed to ensure that they understand what to do to remain safe
- Attend to any casualties;
- Call emergency services, if appropriate. (999 or appropriate local number if abroad, Europe 112, North America 911)

#### Then:

Contact your school, EVC or Home Contact (see below) and seek further advice. If you are unable to do this, the LA will contact your school on your behalf.

- They will need to know
  - Who you are
  - The number to call you on
  - Nature of the emergency
  - Number of casualties and their status
  - Total number in your group
  - Your current location
  - Are you staying put or moving?
  - If moving where to?
  - Time the incident happened
- If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions;
- You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to the LA and for continuing contact with the LA during the incident.
- Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by the LA; Do not allow any member of the group to discuss liability with any other party.

#### Don't forget:

- Safeguard your group
- Their physical needs in terms of shelter, refreshments, transportation their emotional needs, e.g. removing from scene of accident; providing comfort
- Control communications- avoid group members using communication devices unsupervised
- Keep a written log
- Refer press enquiries to your school who will consult with the LEA
- Liaise with/ take advice from emergency services and school
- Review your actions- what more can you do
- Arrange contact with home when safe to do so

#### When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage;
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale – It may be appropriate to ask someone else to do this;
- Contact the British Consulate / Embassy if abroad.

#### Action by School

- Your school/employer emergency contact should:
  - Agree a contact number to keep communication channels open
  - Call you back within a specified time
  - Initiate their critical incident plan and escalate it to employer
  - Manage contacts with parents
  - Arrange for press releases and media management
  - Arrange for a travelling team to support you if necessary
  - Manage liaison with legal and insurance support

#### Legal stuff

- Do NOT admit liability
- Get witness details
- Take photographs
- Do NOT alter or destroy equipment
- Keep accurate records