

Learning for Ourselves, Respect, We Can



# LEARNING OUTSIDE THE CLASSROOM (LOtC)

AND

# OFF-SITE EDUCATIONAL VISITS

UNCRC Articles: As a Rights Respecting School we take seriously a child's right to:

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you to use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.

Article 31: You have the right to play and rest.

Reviewer: Sarah Davy

Reviewed and approved by Full Governors: December 2018

Adopted and ratified by Governors on: December 2018

Next update: December 2020

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# Model Policy for Learning Outside the Classroom and Off-site Educational Visits

## 1. Introduction

**1.1 Lyndhurst Infant School** provides many opportunities for its children people to enrich and enhance their experience through Learning Outside the Classroom (LOtC). This encompasses both on-site and off-site learning, residential opportunities, locality sporting events, physical and cultural activities, adventurous Forest and Beach school activities.

**1.2** The value of LOtC is well recognised by the Governing Body and fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Learning Outside the Classroom must be well managed, information communicated and responsibilities recognised as with any other learning that takes place within the school.

**1.3** This document outlines the specific policies and procedures for **Lyndhurst Infant school**. It supplements and follows the advice and guidance contained within the following significant publications:

- West Sussex County Council's Learning Outside the classroom and off-site Educational Visits Regulations and Notes for guidance 2018.
- OEAP National Guidance
- Departmental advice on health & safety for schools, regularly updated. See: <http://www.education.gov.uk/aboutdfe/advice/f00191759/departamental-advice-on-health-and-safety-for-schools>
- The Health and Safety Executive statement: "School Trips and Outdoor Learning Activities – Tackling the Health & Safety myths. available at: <http://www.hse.gov.uk/services/education/school-trips.pdf>

## 2. Roles and Responsibilities

**2.1** The Governing Body satisfies itself that the appropriate procedures, risk management processes and control measures are in place and that the documented guidance notes are being followed. All LOtC and off-site visits that are residential, abroad, or hazardous need to be approved by the Governing Body. Such approval must be recorded in the minutes of the Governing Body.

**2.2** The Head Teacher (**Diane South**) is delegated by the Governing Body to approve all LOtC and off-site educational visits of a perceived low risk, local, daily or regular nature. This is recorded through use of the checklist form and signed risk assessment form (RAOS1) and Evolve. Every off-site trip needs a signed permission slip from a parent/carer.

**2.3** The Educational Visits Co-ordinator (EVC) ensures that all LOtC activities follow the correct procedures. The person with these responsibilities (**Sarah Davy, Deputy Head teacher**) will approve the Visit Leader for every visit and monitor the risk management processes to ensure good practice. In addition, the following responsibilities and duties are undertaken:

- Support the Visit Leader in identifying the purpose and outcomes for the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers. ***(It is important to consider the continuing professional development needs of staff engaged in these activities. Resources will need to be made available.) Newly Qualified teachers will receive training and will be supported on off site visits by an experienced classroom teacher)***
- Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event. **(see appendix F emergency response plan)**
- Ensure that disclosure and barring scheme disclosures are in place.
- Keep records and make reports of incidents, accidents and 'near hits';
- Review and regularly monitor policies and procedures (this will include regularly attending off-site activities).
- Liaise with the Outdoor Education Adviser where necessary to ensure the proposed visit complies with the WSCC policies for Learning Outside the Classroom.

**2.4.** The Visits Leader is responsible for identifying the purpose and outcomes for the visit and following the checklist published in the Local Authority guidance (see appendix E). A robust risk management process is necessary for all LOtC and visits (see appendix D). The risk assessment form must be signed and dated by the EVC before returning to Sarah Marchant to add the visit to Evolve.

Significant hazards and their control measures will need to be recorded and attached to the EVOLVE visit form (available on <http://www.westsussexvisits.org>).

This will take account of:

- Generic hazards as published in this document and the WSCC Regulations for Educational Visits and the use of EVOLVE 2017 and Section B (Adventurous Activities) of the Regulations & Notes of Guidance for Off-site Activities 2017;
- Event specific hazards as identified from a pre-visit or through knowledge or experience of the environment, accommodation, the competence of the staff team, the group and other factors such as transport;
- On-going hazards identified by the professional staff responding to changing circumstances and the success of planned activity and procedures. The participants and staff will be fully briefed on the purpose, outcomes and the risk management processes.
- Ensure that all parent helpers and other adults have Disclosure and Barring Scheme disclosures are in place. A list of approved helpers is saved on the schools shared drive and updated regularly by Sarah Marchant. See email 14/09/18 re one-off parent help on visits (see appendix G)
- All helpers will be asked to read the "Advice to volunteer helpers on school trips" laminated card (appendix B which asks helpers to advise the group leader if they have any medical needs and ensuring that in an emergency, information is not published on social media.

**2.5** Participants are encouraged to consider hazards involved in LOtC and off-site educational visits and to assist in the design of appropriate risk management strategies that support their learning. They will be fully aware of the purpose and outcomes of the visit and understand expectations of behaviour.

### **3. Guidance Notes for Off-Site Educational Visits**

To ensure good practice and compliance with the necessary regulations it is expected that:

3.1 All Visit Leaders will familiarise themselves with the published advice and guidance.

Further information is available from the EVOLVE website ([www.westsussexvisits.org](http://www.westsussexvisits.org)).

Training for staff and Visit Leaders will be arranged by the school to include all aspects of supervision, ongoing risk assessments (including being prepared to stop an activity that has become too hazardous) and how to deal with an

emergency. Access to such training is also available through the Outdoor Education Adviser.

**3.2** In order to plan LOtC the EVC should be involved in discussing plans at an early stage. Routine or local visits such as sports fixtures also need to be planned ahead. It may be possible to approve a series of events on a termly basis. No financial commitment should be agreed until all relevant approvals have been achieved.

**3.3** Parental Consent and contact details must be available for the Emergency Contact and the Visit Leader to take on the visit. (See Appendix A)

**3.4** An EVOLVE Visit form must be completed for all residential visits, visits abroad, visits out of county and or for all adventurous activities whether on-site or off-site. The form will need to be submitted to the LA, one month in advance of the visit date and before becoming financially committed. These types of off-site visits also need the Governing Body's approval. School Journey Insurance should be purchased for educational visits and evidence should be attached to the EVOLVE form. Visit Leaders should check to see if such cover is already being provided by a tour operator, or external provider.

**3.5** The OE2 form provides information on what WSCC expects an external provider to provide and deliver. It should be sent to any provider being considered for the first time and attached to the EVOLVE form as evidence of the planning process. Please note WSCC 'check' a number providers who are regular used by WSCC establishments, these providers are listed on EVOLVE as 'checked' in addition providers who hold the LOtC Quality Badge are considered as suitable to offer activities and have achieved a nationally recognised accreditation.

**3.6** On return the Visit Leader must report to the EVC and, where necessary, an evaluation report should be completed in order to achieve any learning about a 'near hit' or where an incident took place. If such a form was completed at the venue, there is a need to place such an occurrence on the record at the 'home' establishment.

In addition it is highly recommended that an evaluation of the visit's purpose and outcomes is carried out to review the learning achieved and educational value. It is possible, within 28 days, to record this through the EVOLVE visit form.

**3.7** Risk management forms (e.g. RAOS1) should be completed and attached to the EVOLVE form when risks are perceived as significant. External providers will have their own risk management documents that can be used to help in this process. For certain activities an Adventurous Activity Licence is legally required (see [www.hse.gov.uk/aala](http://www.hse.gov.uk/aala)). If this is the case, the provider's licence number should be quoted instead of copies of their risk assessment documentation.

**3.8** Providers that hold a LOTC (Learning Outside the Classroom) Quality Badge have been externally assessed and are acceptable as a 'checked' provider on the EVOLVE site.

"Learning for Ourselves, Respect, We Can"



## APPENDIX A

West Sussex County Council



Lyndhurst Road, Worthing  
West Sussex BN11 2DG  
Telephone 01903 235390

Headteacher  
Diane South

18<sup>th</sup> October 2017

### To Parents/Carers of children in Year 2

Dear Parents/Carers

[www.lyndhurst-school.co.uk](http://www.lyndhurst-school.co.uk)

I am delighted to inform you that Year 2 will be visiting Worthing Pavilion to see 'Snow White' on Thursday 7<sup>th</sup> December, during school time. Seeing a pantomime is part of our '50 Things to do before you are 8' list, and we are fortunate enough to be able to get reduced price tickets for a school party. The Pavilion offer schools reduced rate tickets and the cost for each child is £11.50. This is considerably cheaper than the cost of taking your child as a family which would cost £18-£22.00 for a child ticket.

It is hoped that all children would like to attend as this is an excellent opportunity as well as being an enjoyable and worthwhile experience. I should be grateful if you would confirm that your child will be attending by completing the slip below. You are invited to make a voluntary contribution of £11.50 towards the cost of the tickets. Although the contribution is voluntary, I do need to point out that it is probable that the visit could not take place unless all parents, who are able, are willing to contribute. Please send the correct amount into school **in a sealed envelope with your child's name on the front.** Alternatively, you can pay online using School Money.

I appreciate that some families might find it particularly difficult to contribute all or part of the suggested sum, and if you feel that you are in such a position, please do not hesitate to contact me in confidence to discuss whether some suitable arrangements can be made to cover the cost of your child's participation. Should you prefer to pay by instalments, I am quite happy for you to do this and I have attached some instalment slips for you to use.

I also need to stress that if a family were unable to contribute, and the trip were still to proceed, no child for whom the trip is intended will be disadvantaged and be left out of this activity.

Yours sincerely,

MRS DIANE SOUTH  
**Headteacher**

**Permission Slip – Snow White – Thursday 7<sup>th</sup> December 2017**

I confirm my child: ..... Class:  
.....would like to see Snow White at the Worthing Pavilion and I  
enclose the sum of £11.50 cash/cheque (Cheques should be payable to Lyndhurst Infant  
School).

OR

I have paid online at School Money

I understand that while the school staff and helpers in charge of the group will take all reasonable care of the children, unless they are negligent they cannot be held responsible for any loss, damage or injury suffered by my son/daughter arising during, or out of the journey.

My child has no illness or physical disability/the following illness or

disability.....

which necessitates the following medical treatment:

.....

.....

I consent to any emergency medical treatment during the course of the visit.

Signed: ..... Parent/Guardian

Date: .....

**Instalment for visit to see Snow White at the Worthing Pavilion – suggested payment date:**

3<sup>rd</sup> November 2017

I enclose the sum of £6.00 as an instalment for the Theatre trip.

Child's name: ..... Class: .....

Signed: ..... Date: .....

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**Instalment for visit to see Snow White at the Worthing Pavilion – suggested payment date:**

24<sup>th</sup> November 2017

I enclose the sum of £5.50 as an instalment for the Theatre trip.

Child's name: ..... Class: .....

Signed: ..... Date: .....

### Advice to volunteer helpers on school trips

These guidelines are written in conjunction with our Outdoor Education and Off-site Educational visits policy.

Thank you for helping out on our visits, it would be impossible to organise visits outside school without parent volunteers.

- Please let the school office and class teacher know if you have any relevant medical needs (and inform the office of your next of kin).
- Parent helpers on trips are asked to keep the same degree of confidentiality as in school. If you have any queries or concerns regarding the trip please direct these to the class teacher in the first instance, or if you would rather to the deputy head teacher (Sarah Davy) who is our Educational Visits coordinator (EVC). We evaluate all visits and would welcome your contribution.
- Please only take photographs of your own child and remember that only you have consent to post photographs of your own child on social media. Please do not smoke whilst on our trip.
- If there is a medical or other emergency let the class teacher know immediately. In the event of an emergency, we have a Lyndhurst Infant School emergency response plan to follow. Please assist us in managing the scene by ensuring that you do not contact any other parents or post on social media. The school will take responsibility for contacting everyone necessary.
- The class teacher is the leader in charge of the trip and s/he is responsible for completing the risk assessment and setting the rules, routines, expectations, aims and objectives for the day. These will be disseminated prior to the start of the outing, before leaving the school and boarding the coach.
- Please read the risk assessment you are given, it will also have mobile phone numbers of key adults on the trip. The teacher will give you a list of children that you are responsible for. Parents may not always have their own child in their group.
- Children are told that they must stay with their group and adult at all times.
- If a trip involves a coach journey please help the children in your group put on their seatbelts. Children are not allowed to eat or drink on the coach.
- The class teaching assistant will be the nominated first aider and will have the necessary first aid kit, sick buckets and medications (overseen by the class teacher).
- If you need to leave your group for any reason you must inform another adult and ensure your children are being supervised.

***RISK ASSESSMENT AND RISK MANAGEMENT***

**RISK ASSESSMENT FOR OFF-SITE ACTIVITY**

**ACTIVITY:** ..... **LOCATION:** ..... **DATE:**.....

Name ..... Organisation .....

Assessment undertaken by ..... Mobile no. ....

Signed ..... Date ..... Assessment Review Date: -.....

Intended outcome of trip .....

Expected Departure Time ..... Expected Return Time ..... Year Group ..... No. of boys attending ..... No. of girls attending .....

Travel Arrangements (please circle) Coach / Walking / Minibus / Taxi / Parental Responsibility.

Name all staff members helping .....

.....

<b>LIST HAZARDS HERE</b>	<b>List of groups of people who are especially at risk from the significant hazards you have identified:</b>	<b>How will you control this risk? (You can append or refer to relevant documentation that explains your safety arrangements, e.g. letter to parents, booklet prepared for students, letter from residential centre, extract in safety manual etc.</b>	<b>Post event review (use this column to comment if you have a concern or an incident occurred)</b>


R.A.O.S.1.

Emergency contact whilst on the trip:

## APPENDIX D

<b>GUIDANCE ON COMPLETION OF OFF-SITE ACTIVITY RISK ASSESSMENTS</b>			
<b>LIST HAZARDS HERE</b>	<b>WHO MIGHT BE HARMED</b>	<b>HOW WILL YOU CONTROL THIS RISK?</b>	<b>POST EVENT REVIEW</b>
<p>Look only for hazards which you could reasonably expect to result in significant harm either separately for each activity or all together. Use the following examples as a guide.</p> <p>There are four principle causes of death and disabling injuries.</p> <ul style="list-style-type: none"> <li>• impact with something solid (which either falls onto you or onto which you fall).</li> <li>• hypothermia</li> <li>• drowning</li> <li>• poisoning</li> </ul> <p>There are many hazards associated with off-site activities that will need to be addressed, for example:</p> <ul style="list-style-type: none"> <li>• visiting environments unfamiliar to participants</li> <li>• slipping and tripping hazards (eg boulder fields, iced rocks, muddy paths, wet grass)</li> <li>• fire (eg from flammable materials such as camping stove fuel)</li> <li>• electricity (eg poor wiring, lighting)</li> <li>• chemicals (eg battery acid)</li> <li>• work at height (eg from absell tower)</li> <li>• poor lighting (eg caves)</li> <li>• vehicles (eg traffic, minibuses, canoe trailers)</li> <li>• low temperature (eg adverse weather conditions)</li> <li>• water and water activities</li> <li>• trekking</li> <li>• climbing</li> <li>• bikes/biking activities</li> </ul>	<p>There is no need to list individuals by name – just think about groups of people doing similar activities or who may be affected e.g.:</p> <ul style="list-style-type: none"> <li>• group leaders/instructional</li> <li>• clients/students</li> <li>• maintenance personnel</li> <li>• contractors and freelancers</li> <li>• members of the public</li> <li>• people sharing your workplace</li> <li>• supervisors</li> <li>• visitors</li> <li>• other site users</li> </ul> <p>Pay particular attention to:</p> <ul style="list-style-type: none"> <li>• people with disabilities</li> <li>• inexperienced clients/students and staff</li> <li>• visitor</li> <li>• lone workers</li> <li>• young people</li> <li>• people with prior medical conditions</li> </ul> <p>They may be more vulnerable!</p>	<p>For the hazards listed, can you confirm that the precautions already taken:</p> <ul style="list-style-type: none"> <li>• meet the standards set by a legal requirement and WSCC Regulations &amp; Notes of Guidance for Off-Site Activities</li> <li>• comply with a recognised industry and National Governing Body standards?</li> <li>• represent current good practice?</li> <li>• reduce risk as far as reasonably practicable?</li> </ul> <p>Have you provided:</p> <ul style="list-style-type: none"> <li>• adequate information, instruction or training?</li> <li>• adequate systems or procedures?</li> </ul> <p>E.g.</p> <ul style="list-style-type: none"> <li>• appropriate leadership</li> <li>• supervisory ratios</li> <li>• emergency arrangements</li> <li>• etc.</li> </ul> <p>If so, then the risks are adequately controlled, but you need to indicate the precautions you have in place. (You may refer to procedures, WSCC Regulations &amp; Notes of Guidance for Off-Site Activities, the WSCC/OE2 form, National Governing Body standards/syllabi, Adventure Activities Licensing Authority, letters to parents, booklet prepared for students etc.)</p>	<p>Set a date for review of the assessment (see above).</p> <p>On review, check that the precautions for each hazard still adequately control the risk. If not, indicate what you need to do. Note the outcome (eg ‘OK’.)</p> <p>A review should take place when you introduce new</p> <ul style="list-style-type: none"> <li>• activities</li> <li>• venues</li> <li>• equipment</li> <li>• personnel</li> </ul> <p>or when you identify that something is wrong, as a result of:</p> <ul style="list-style-type: none"> <li>• an incident, or accident</li> <li>• concerns expressed by staff or clients/students</li> </ul>



Name and date of the visit:

Visit leader: Signed and Dated:

This must be completed for every visit and returned to

## Visit Leader Check List

[http](#)

This checklist is designed as a final check on planning, or as a check on visits. The relevance of some of the points and the complexity of the visit is dependent on the nature of a particular visit.

For each of the following bullet points further clarification on the points can be found elsewhere in this guidance.

- The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance with an acceptable level of risk.

### **Content and Aims**

- There are clear and well considered learning aims that are relevant to the development of the group as a whole and individuals will contribute to the wider curricular or programme aims of the establishment.

- Monitoring and post activity/visit review and evaluation are carried out in place. The process has led to a visit plan addressing the following points:

### **Staffing**

- I am clearly identified as the Visit Leader and approved by the establishment.
- All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated role.
- There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies.
- All members of the Visit Leadership Team have received all relevant information on both the visit and the group.
- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my EVC informed during the planning process.

**Activities**

- Activities are appropriate to the aims of the visit and the nature of the participants.
- Appropriately competent Activity Leaders are in the Visit Leadership Team or a suitable Provider has been contracted to lead activities.
- There is a sufficient amount of suitable equipment for activities.

**Group**

- Parental consent is in place (where needed) and up to date medical information and contact details are available and shared with the Visit Leadership Team and any relevant Provider staff.
- Information has been provided to parents and young people to enable informed consent (where consent is required).
- Young people have been involved in the planning and risk benefit assessment process. Where this was not appropriate young people have been provided with all required information to know what to do and what is expected of them.
- Child protection issues are addressed.
- Inclusion issues are addressed. **Environment**

- Environmental factors (weather, daylight hours, temperature, water levels etc) have been considered.
- Accessibility issues are addressed.
- Safety and security have been checked and considered
- I have undertaken a preliminary visit if appropriate or required by establishment policy. In the absence of a pre-visit I have sufficient information from other sources.
- There is access to first aid at an appropriate level.
- Where remote supervision will be used the environment is suitable for it.
- Accommodation, where used, is safe, suitable and appropriate. **Distance**

- Travel or transport arrangements are appropriate.  There is a Plan B in place, where necessary.
- There is an emergency plan in place and Leaders, Helpers, Participants, Providers and Emergency Contacts have been given relevant information about it.
- Suitable insurance is in place.

**Finally**

- The visit meets all relevant requirements of my employer and establishment policy/procedure.
- My decision is that this visit is appropriately prepared and should take place.
- I will give the adults a green, laminated copy of "Advice for volunteers".
- I will take a "Trip Emergency Contact number card" with me.

## Emergency Response Procedures

### In the event of a serious incident:

#### The Head Teacher will conduct management of the incident (Deputy Head Teacher in Di South's absence)

As soon as the Head is aware of an incident she takes over the management of the incident.

#### **Phase One: Immediate response**

- Ring Emergency Services/Police - **999**
- Ring County Hall Emergency - **Duty Officer 07625 646452/ 01243 642104 (0800-1800hrs), Out of Hours 01444 411738**
- Ring Premises Manager - **Adrian Chrobok (01903 600523/07900 828516)**
- Ring 2 Governors who will ring round to all Governors - **Donna Felstead 01903 234482 & Ali Heal 01273 885880**
- Delegate the manning of the phones to the Bursar/Office Manager and Clerk
- Staffroom becomes the control room. Office becomes communications room.

#### **Phase Two: Management of Incident**

- Head Teacher establishes the nature of the incident, the known information and records all information on white board in staffroom.
- **The Deputy should attend the incident if appropriate**
- **SLT will manage the staff and children not affected by the incident**
- Head Teacher will have class lists. Up to date lists are kept in Emergency Pack.
- Premises Manager or delegated member of staff, sets up chairs and tables in hall and then attends the main gates to check that only bona fide parents enter the premises.
- If the incident is off-site, the Deputy will go out to the incident.
- If the emergency is on school premises the Deputy isolates the area and stays nearby with a mobile phone. (Mobile phone numbers of key staff are in Emergency Pack).
- Parents affected by the incident should be directed to the hall. Two Governors (if possible), SENCO and the HLTAs will attend the adults in the hall. Others should be encouraged to go home and listen to local radio stations for information.
- Press to be directed to Children's Centre, if open.

#### **Phase Three: Longer Term Action**

As Governors where possible and West Sussex staff arrive they will take on the following tasks:

- Communicate events to teachers supervising children

- Prepare press statement with Head Teacher and Press Office at County Hall, keep members of the press informed of the facts.
- Arrange catering for staff and parents
- Assist the members of staff in the hall
- Assist with checking the visitors at the gates
- Contact local doctor (Selden Road Surgery 01903 234962), clergy (St George's Church 01903 219672), hospital (01903 205111), Educational Psychologist Service (01243 752134) and Social Services (01903 938100).
- Offer taxi service to hospital
- Liaise with police re traffic control.

#### **In the event of serious injuries or fatalities**

- Parents would be invited into Head Teacher's office
- Head Teacher would inform parents
- Telephones, refreshments, counsellors and privacy would be provided.

#### **Phase Four: Recovery Period**

- School should stay open if at all possible
- Special Assembly to recall, support and console the community
- Close down a classroom and make it available for parents and counsellors
- Governors will take turns to be in school until situation is reasonably normal
- Teachers will have a daily circle time for children
- Create a space where pictures, flowers etc can be placed
- Begin a book of condolences
- The school should make daily contact with the bereaved parents if appropriate or agree how to communicate
- Essential staff meetings for all after school every day
- Consider support plan for bereaved families and children
- Enlist support of the Psychological Service to counsel staff

#### **Governors should consider**

- Sharing mobile phone numbers for key people involved in the emergency plan
- Reviewing policy regularly
- Checking that all staff are familiar with the procedures.

#### **An incident out of extended school hours - Follow Emergency Procedures**

- Call Head Teacher and Deputy Head Teachers
- Call Premises Manager
- Call County Hall support team
- Head to decide whether to close the school

Attach Staff List of telephone contact numbers

Attach Class Lists

24/09/2018

One-off helpers/volunteers on trips - Sarah Davy

## One-off helpers/volunteers on trips

Sarah Davy

Fri 14/09/2018 11:04

To: Annette Angus <aangus@lyndhurst-school.co.uk>; Heather Ellwood <hellwood@lyndhurst-school.co.uk>; Simon Cannon <scannon@lyndhurst-school.co.uk>; Izzy Dingwall <ldingwall@lyndhurst-school.co.uk>; Kate Howlin <khowlin@lyndhurst-school.co.uk>; Ellie Bengo <ebengo@lyndhurst-school.co.uk>; Tom Johnson <tjohnson@lyndhurst-school.co.uk>; Stella Bray <sbray@lyndhurst-school.co.uk>; Liz Holland <lholland@lyndhurst-school.co.uk>; Emma Welsted <ewelsted@lyndhurst-school.co.uk>; Susan Dawkins <sdawkins@lyndhurst-school.co.uk>; Treena Rolfe <trolfe@lyndhurst-school.co.uk>; Claire Eales <ceales@lyndhurst-school.co.uk>; Rachel Wedgwood <rwedgwood@lyndhurst-school.co.uk>; Diana Bearham <dbearham@lyndhurst-school.co.uk>; ZENA STURGES <zsturges@lyndhurst-school.co.uk>; Jo Srouji <jsrouji@lyndhurst-school.co.uk>;

Cc: Diane South <head@lyndhurst-school.co.uk>; Natalie Courtnadge <bursar@lyndhurst-school.co.uk>; Jo Halley <jhalley@lyndhurst-school.co.uk>; Nicky Rix <nrix@lyndhurst-school.co.uk>; Kerry Jones <kjones@lyndhurst-school.co.uk>;

Hi,

Our policy is that any regular (more than once) volunteer who comes into school must be DBS checked. These are recorded on the shared drive DBS list so that this is accessible for all to check.

We currently have a loop hole regarding the people who come for a "one-off" help on a trip. We currently have a Year 2 parent who has helped more than once but has managed to avoid a DBS check.

In order to close this i have created a brief form to be saved in the shared drive DBS lists/one off trip.

- 1) If a parent who is not DBS checked wants to help on a trip please check the one-off forms completed already.
- 2) If no form there then complete the form (seeing photo ID as previously)

Many thanks  
Sarah

Sarah Neal Davy  
Deputy Head teacher  
Lyndhurst Infant School  
Lyndhurst Road  
Worthing  
West Sussex  
BN11 2DG

01903 235390

# SLT May 24<sup>th</sup> 2017

## DBS – Nats

Natalie asked for clarification and consistency in the school's approach regarding parent helpers being DBS checked for school trips. At a recent Bursar's meeting, other schools stated that they only DBS checked parents or volunteers that came in on a regular basis, and completed a Risk Assessment form for those who weren't DBS checked but wanted to help on a "one off" school trip.

It was agreed that, when organising a trip, Team Leaders/Teachers should always arrange for DBS checked parents/volunteers to help in the first instance. A list of these helpers is kept in the school office. However, Natalie will also arrange for this list to be saved on the school's shared drive so that Teachers can access this at any time. An updated list of DBS checked helpers will also be sent to Team Leaders in September for their information.

Should it be necessary to use a parent or volunteer (who has not been DBS checked) at short notice, ie. due to sickness, the Teacher should always check with Di or SLT first and speak to other Team Leaders who may have used this person in the past to check that there are no issues. It was agreed not to complete a Risk Assessment form but photographic ID of that person must be seen by either the Teacher or member of the school office; where it can then be written on the tick list which contains the pupils and helpers names on for that trip before it is handed into the office.

Natalie also reminded everyone that DBS certificates and photographic ID should be seen for any contractor, workshop or visitor that comes into school by the person organising the visit. This information should then be passed to Natalie ASAP.

Di confirmed that Student Teachers are not permitted to start their placement in school until the University or College has confirmed that their DBS check has come through. Photographic ID is always seen by either Di or Natalie.

Learning for Ourselves, Respect, We Can



# **Lyndhurst Infant School POLICY**

**FOR**

**WSCC SCHOOL 'LOCKDOWN'  
PROCEDURES**

Reviewed: March 2018  
Reviewer: Diane South  
Reviewed & Adopted by Full Governors:  
Next update:



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**All staff must be mindful that no one emergency procedure may be the same as another. Whatever the procedure staff must ensure the safety of the children and their selves. Specific instructions, because of the known emergency, may be conveyed by the SLT or Office staff. These need to be acted on promptly, efficiently and calmly.**

## Introduction

'Lockdown' procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils, staff and visitors.

'Lockdown' procedures may be activated in response to any number of situations, which **may** include:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school);
- An intruder on the school site (with the potential to pose a risk to staff and pupils);
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.) or chemical, biological or radiological contaminants;
- A major fire in the vicinity of the school;
- The close proximity of a dangerous dog/animal roaming loose.

## 'Lockdown' Alert

The nominated Lockdown Manager at the school is the Headteacher Diane South (Head Teacher) and the Deputy Lock Down Manager will be the Deputy Head Teacher or appropriate SLT on the day if they are off site; they will initiate, manage and conclude the 'lockdown'. They will also communicate with the emergency services. The role and responsibilities of the Lockdown Manager are recorded in Appendix 1.

The fire alarm will not be used to alert staff of the need to 'lockdown' to avoid potential confusion. If the fire alarm sounds during a 'lockdown' it is to be ignored unless smoke or flames are directly visible and pose an immediate threat to your location.

## Lockdown Arrangements

### 3.1 Partial Lockdown

**Staff will be alerted by 3 short whistles, rest, 3 short whistles and a member of the office to inform staff and phone the huts. Bursar/Finance to check outside areas. This may also be accompanied by contact on the telephone especially to the SSC and far North classrooms.**

In a partial 'lockdown' staff and pupils must remain in the school building and all doors leading outside must be locked. No one can be allowed to enter or leave the

building; however teaching and work should continue as usual if practicable to do so. This may be as a result of a reported incident/civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school, but whereby that risk is not immediate. It may also be as a result of a warning being received regarding the risk of air pollution, etc. especially any warning from the emergency services.

### **Immediate action**

- All outside activity to cease, pupils and staff return to the building. (There needs to be a means of communicating the alert to duty staff at break times) – this will be in person by a member of the SLT/Office who will inform a member of staff on duty. The office will inform the staffroom so that staff return quickly to collect their class. Children will be counted immediately and moved inside quickly.
- Front door and office window to be shut and locked by office staff and barrier to be put down.
- All staff and pupils remain in the building and all external doors and windows to be locked shut, other than those as designated emergency exits.
- Free movement may be permitted within the building dependent upon circumstances. This risk will be assessed by the HT/DHTs
- In the event of air pollution, chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems must be closed or turned off.
- Use anything to hand to seal up all the cracks around doors and any vents into the room – your aim is to minimise possible ingress of pollutants.
- Staff should await further instructions.

**All situations are different.** Once all staff and pupils are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on any advice received from the Emergency Services.

Communication during a 'partial lockdown' will be via the school's email system, internal phone system or direct communication from the Lockdown Manager.

A 'partial lockdown' may also be used as a precautionary measure; putting the school into a state of readiness (whilst retaining a degree of normality) should the situation escalate.

Emergency Services will advise as to the best course of action in respect of the prevailing threat.

Staff and pupils remain in 'lockdown' until it has been lifted by the Lockdown Manager or senior member of the emergency services. This will be communicated by telephone or in person.

### **3.1 Full 'Lockdown'**

**Staff will be alerted by 3 short whistles, rest, 3 short whistles and a member of the office to inform staff and phone the huts. This is the same as a 'partial lockdown' but you will be informed that it is a full lockdown by the office or Head Teacher. Bursar/Finance to check outside areas but not to go outside or put themselves in danger.**

This signifies an immediate threat to the school and may be an escalation of a partial 'lockdown'. The aim of a full 'lockdown' is for the school and its rooms to appear empty.

### **Immediate action**

- All pupils/staff to stay in their classroom or move to the nearest classroom;
- Office staff should remain in their office;
- All outside activity to cease, pupils and staff return to the building or exit the site and proceed to the nearest classroom – whichever is nearest – quickly and quietly.
- A member of the SLT will blow a whistle – 3 short blasts- from the door or window. Staff outside will take up the whistle call so that all areas of the playground are reached.
- External doors locked. Classroom doors locked (where a member of staff with a key is present) or barricaded;
- Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in);
- Pupils and staff to sit quietly out of sight and where possible in a location that would protect them from gunfire, bullets can go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls; Please use your professional skills and assess in respect to any information given to you.
- Lights, 'Smartboards' and computer monitors turned off;
- Staff mobiles to be set to silent with no vibrate;
- A register to be taken of all pupils and staff in each classroom/office;
- If you are able to - communicate register of staff and pupils to the Lockdown Manager;
- Staff should await further instructions – via their personal phones.

During the 'lockdown', staff will keep agreed lines of communication open but not make unnecessary calls as this could delay more important communication. During the actual 'lockdown', staff are not to use the school's email system or internal phone lines as these may not be secure.

Staff and pupils remain in 'lockdown' until it has been lifted by the Lockdown Manager or senior member of the emergency services.

### Unsafe Areas (if applicable)

The following areas must not be used during a lockdown and should be evacuated as they cannot be secured:

- Playgrounds
- Forest Areas
- Library
- Corridors
- Community Room
- Group Room
- Toilets
- Hall – move to a safer area if safe to do so
- 

### Communication with Parents and Carers

The 'lockdown' manager will inform parents and carers that the school is in lockdown via the school's email/text system, the below template may be used:

**'The school is in a lockdown situation. During this period phones will not be answered, all doors are locked and nobody can enter or leave the site. We are working to ensure the safety of all our children. DO NOT come to the school until the incident has been resolved. We will keep you informed as best we can.'**

During a 'lockdown' no members of the public will be allowed into the school and parents/carers will be told not to travel to the school.

All staff, pupils and visitors to the school will not be allowed to leave the school until the lockdown has been declared over.

Parents and carers must not try to contact the school during the 'lockdown'.

Pupils will not be dismissed to parents or carers until the incident has been declared over by the Lockdown Manager or senior member of the emergency services.

### Appendix 1 –Roles and Responsibilities

#### Lockdown Manager

**This should be the Headteacher or a designated member of the senior leadership team. A deputy Lockdown Manager (this will be the Deputy Head Teacher) should be designated in case the Lockdown Manager is not on the school site at the time a lockdown is declared.**

- Alert all staff and pupils of the need to 'lockdown' the school.
- For partial and full 'lockdowns' this will be achieved via 3 short whistles repeated and a member of Office staff/SLT to visit the classrooms.

- Inform emergency services immediately.
- Inform parents/carers via email and text
- Ensure communication networks with all key staff are established.
- Alert Chair of Governors

### **Classroom Based Staff**

- Lock all external doors and windows.
- If full lockdown secure all internal doors – lock or barricade.
- Close and secure all windows.
- Close all curtains or blinds.
- Ensure pupils are in a safe place in the classroom i.e. sheltered by a substantial wall away from doors and windows.
- Ensure you have a means to communicate with the lockdown manager.

### **Office Based and Site Staff**

- Ensure all entrances are locked and secured.
- Close and secure all windows.
- Turn off all IT equipment.

### **All other staff**

- **All non-classed staff to support with the implementation of this policy and then to find a safe, secure place to Lock Down. All staff non- classed based/Office to make sure that you have reported to the person acting as Manager.**

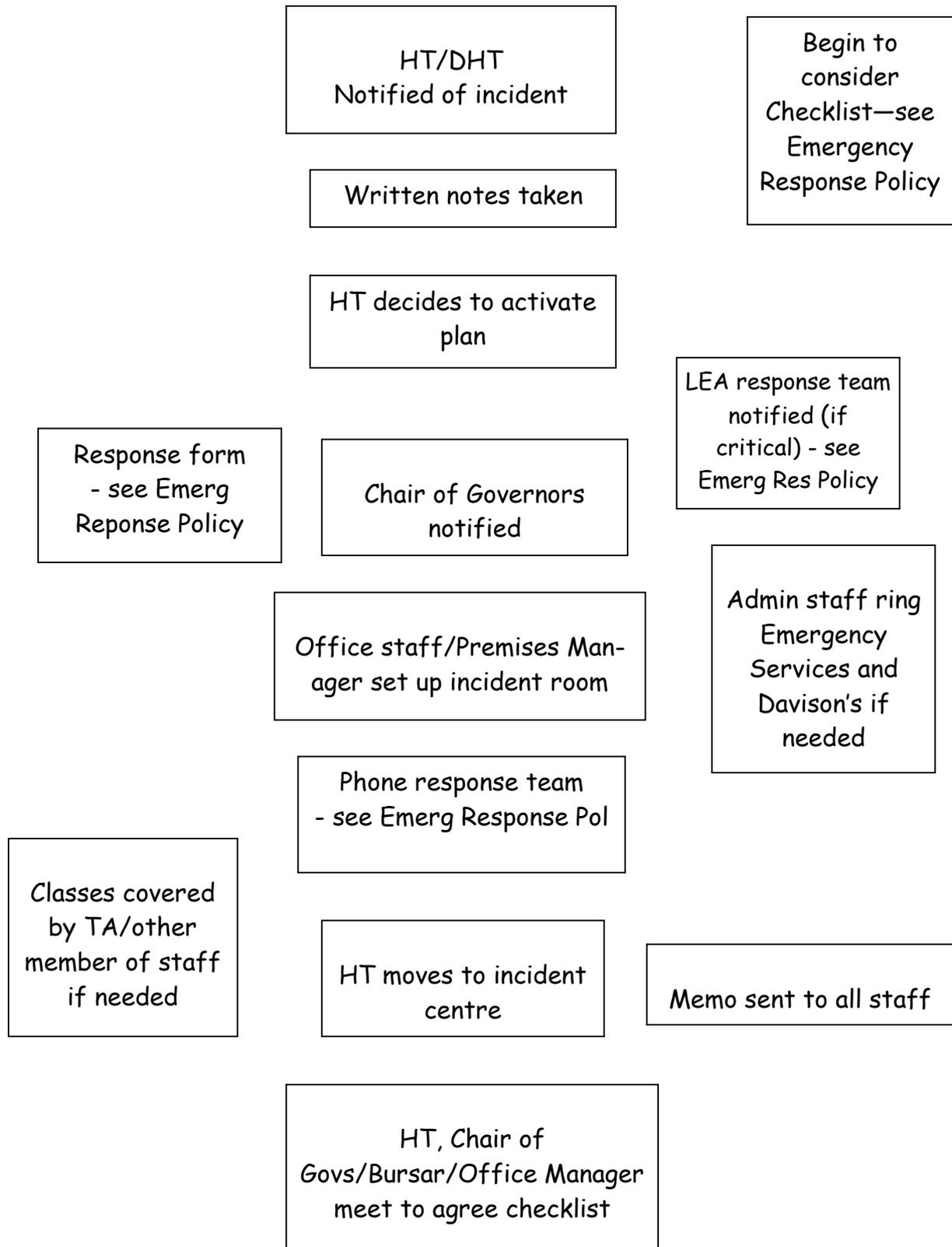
## Appendix 2 – Overview Sheet

### **Lyndhurst Infant School** **'Lockdown' Action**

In the event of an incident requiring you to take shelter, stay indoors in the classroom you are in or if you are outside or not in a classroom go to the nearest classroom.

Appendix 3 – Communication Flow Chart

**Communication Flow Chart**



## Appendix 4 – Sample letter to parents/carers

Dear Parents and Carers,

### **Re: Emergency Lockdown Procedure**

Our primary aim as a school is the safety and wellbeing of our pupils, to support us in achieving this we have many policies in place, including how we would respond to a potential incident either in the community or directly affecting the school.

One of these policies is our 'Lockdown' procedure, the aim of this policy is to support our staff in safeguarding our pupils from a variety of potential hazards that many arise, these include:

1. A reported incident, disturbance in the local community;
2. An intruder on the site;
3. A warning being received regarding a local risk of air pollution (smoke plume, gas cloud etc.);
4. A major fire in the vicinity of the school;
5. The close proximity of a dangerous dog.

Our procedure aims to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

In the event of an emergency that requires the school to be locked down the following actions may be taken, please note this is not an exhaustive list and is being provided as a summary only, exact actions will be dependent on the incident:

- Staff will ensure all pupils are inside the school buildings and lock any outside doors and close any windows that may be open;
- If pupils are outside, staff will bring them back into their classrooms;
- A register will be taken and any pupil not present will be notified to senior staff who will arrange a search for the missing pupil;
- Site and office staff will ensure all external doors are secured and closed;
- Emergency services will be notified;
- A message will be sent to parents and carers via our normal systems to advise of the emergency;
- Pupils will not be released from the school until the all clear is given;
- **Parents/Carers MUST NOT try to contact the school or come to the school until the all clear has been given. This can both block essential routes of communications and hamper the emergency services.**

We will shortly be carrying out an emergency drill with the staff and pupils to ensure that everyone is clear on what they have to do.

In the unlikely event that we have to put this process into action we need to ensure that parents are aware of the arrangements, as outlined above.