

# Riverside Primary School

*Where everyone matters and every day counts*



## Educational Visits Policy (including residential visits)

Agreed April 2022

Review April 2023

<b>Vision Statement</b>	<b>3</b>
<b>Purpose of the Policy</b>	<b>3</b>
<b>Educational Visits Coordinator (EVC)</b>	<b>3</b>
<b>Roles and Responsibilities</b>	<b>4</b>
Responsibilities of the Educational Visit Leader	4
Assistant Leader/Teaching staff involved	4
Parents/Carers	4
Pupils	5
<b>Types of trips</b>	<b>5</b>
Local Visits	5
Non-Local Visits	5
Extra-curricular Club Event	5
Residential Visits	6
<b>Procedures during and after a visit</b>	<b>6</b>
During a visit	6
It is good practice for each Assistant Leader to:	7
Each young person should:	7
During a visit ALL participants will:	7
Following a Visit	7
<b>Health and Safety</b>	<b>8</b>
Adult to Child Ratios	8
First Aid	8
Administration of Controlled Substances eg Ritalin	8
Behaviour	8
Transport, including minibuses and private cars	9
<b>Financial Considerations</b>	<b>9</b>
<b>Staff Training</b>	<b>9</b>
<b>Trip Approval Criteria</b>	<b>10</b>
<b>Appendix A CHECKLIST FOR TAKING A SCHOOL TRIP</b>	<b>11</b>
<b>Appendix B - CRITICAL INCIDENTS</b>	<b>13</b>
EMERGENCY PROCEDURE PROTOCOLS	14
When summoning help:	14
Essentials:	14
Recording an incident:	15
Record the following:	15
BASE CONTACT'S GUIDANCE WHEN RESPONDING TO A CRITICAL INCIDENT	15

# Vision Statement

Riverside Primary School aims to offer a broad and balanced range of exciting and stimulating educational visits. Children's learning is greatly enriched and enhanced by visits outside of school. Visits to museums, galleries, Places of Worship, theatres, sporting events and residential visits provide children with experiences that cannot be achieved within the school grounds and which contribute to raising achievement and enjoyment in school. These opportunities allow our pupils the opportunity for growth as individuals and compliment both our STAR values and our curriculum drivers of knowledge and understanding, communication, health and well-being, global citizenship and ambition.

They serve to:

- Bring breadth to the learning experience
- Stimulate enquiry
- Encourage tolerance and quality in relationships between all involved
- Extend, enlighten and enrich the curriculum and the student's learning experience

Riverside Primary School is committed to providing all students, including those with special needs, the opportunity to experience enriching educational visits, which may include residential visits.

# Purpose of the Policy

At Riverside Primary School, educational Visits have a clear aim and targeted outcomes. They are well planned and maintain a high focus on health and safety. While we do not wish to reduce the positive impact of activities on pupils by attempting to eliminate all elements of risk, we will manage and assess risk carefully, reducing it to an acceptable level.

The purpose of this policy is to ensure that all educational visits, irrespective of their nature and duration, are well planned and coordinated and take into account the health and safety issues that may foreseeably arise during any visit. Only competent persons and organisations will therefore be selected for the purpose of planning and organising any visits and all and any venues visited will be carefully assessed beforehand.

# Educational Visits Coordinator (EVC)

1. The EVC for Riverside Primary School is the Headteacher and in their absence this role is delegated to the Deputy Headteacher(s).
2. The primary functions of the EVC are to coordinate and oversee all issues and controls regarding educational visits and to liaise between all appropriate parties during the planning and organisation.
3. This includes the need to ensure that the requirements of this policy are carried out and that any problems or difficulties in meeting these requirements are reported.
4. In particular, the EVC has responsibility for ensuring that any systems and procedures laid down for dealing with educational visits and the selection of suitable persons and organisations involved, follow the principal requirements of this policy and are fully in place prior to the commencement of any educational visit.
5. In addition, the EVC is responsible for ensuring that feedback is obtained from all educational visits and utilised, where practicable, to both enhance and improve

any future arrangements and selection processes.

6. The EVC can delegate specific tasks to other staff members and is responsible for ensuring that such delegation is appropriate and clearly understood.

## **Roles and Responsibilities**

### **Responsibilities of the Educational Visit Leader**

1. Where so instructed and delegated by the responsible person named in this policy, to plan the proposed visit taking into account the health and safety risks that may arise before, during and after the visit.
2. To appoint, where considered appropriate, any competent deputy or deputies in support of any visit.
3. To ensure that as much relevant information is obtained on any proposed visit, venue and location to enable an appropriate risk assessment to be carried out. This may include an exploratory visit beforehand. Staff cannot be responsible and not liable for a known historical medical condition if information is withheld from the trip leader prior to the visit.
4. To ensure that the needs of all those included on the visit are assessed and provided for.
5. To ensure that the risk assessment(s) also determine the appropriate level of supervision, first aiders and any other specifically trained and/or experienced personnel.
6. Ensuring that all equipment and materials required for the visit are adequate and arrangements are made to store them safely and correctly.
7. To ensure parents are provided with all the necessary information about the educational visit, any equipment etc. they need to provide, and the standards of conduct expected of their child(ren).
8. Where appropriate, invite parents/carers to any briefing sessions. This should take account of any difficulties that parents may have if they have disabilities, if English is their second language etc.
9. To brief all group members, including students and parents, on the main elements of the visit, the standards expected and the roles and responsibilities of all prior to commencing the visit.
10. To finalise all details and arrangements with the responsible person named in this policy.
11. To explore school Code of Conduct and any other relevant rules related to that activity.

### **Assistant Leader/Teaching staff involved**

1. Support the Visit Leader in all requirements and follow instructions.
2. Support the planning of the educational visit.
3. Look out for the health and safety of themselves and those around them and for whom they also have appointed responsibility.
4. Assist in general control and discipline requirements.
5. Inform the Visit Leader of any concerns, observed or otherwise.
6. Do not force students to partake in any activities during the visit that they may not wish to do.
7. Act as Visit Leader (as directed by Visit Leader) in event of the Visit Leader becoming incapacitated or needing to delegate responsibility.

### **Parents/Carers**

1. Must provide emergency contact details prior to the educational visit.
2. Sign and return a consent form by the stated closing date with the understanding that failure to do so will mean their child(ren) will not be able to participate in the visit.

3. Provide any relevant information known to them regarding the (current) health of their child.
4. To disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned.

## **Pupils**

1. Must dress and behave sensibly and strive to meet the expectations placed upon them.
2. Must follow the instructions given to them by any accompanying adults.
3. Must not take any unnecessary risks or place their fellow students at unnecessary risk.
4. Report to any supervising adult any concerns they may have during the visit and, in particular, if and when they are asked to partake in any activities.

## **Types of trips**

### **Local Visits**

- A local visit is defined as one which takes place in the locality where children walk and no transport or cost is required. When children start school, parents and carers receive a pack which includes a form for local visits. These are visits when a written permission slip will not be required.
- Teachers are responsible for ensuring that appropriate adult/pupil ratios are maintained on these trips. These ratios will vary depending upon the location of the visit and the age of the children.
- A risk assessment must be completed prior to these activities and logged on EVOLVE at least 48 hours prior to departure.
- Children and adults must wear high visibility bags/jackets. If it is a large trip, these will be spread evenly throughout the group.

### **Non-Local Visits**

- A visit which is neither a local visit nor a residential visit is an event in which the children will travel to a location separate from the school, under the authority of the staff of their school and with the purpose of learning by experience. Normally this will be via coach but other means of transport may be utilised where appropriate.
- Parental permission must be gathered before a child can attend a visit.
- Teachers are responsible for ensuring that appropriate adult/pupil ratios are maintained on these trips. These ratios will vary depending upon the location of the visit and the age of the children.
- A risk assessment must be completed prior to these activities and logged on EVOLVE at least 48 hours prior to departure.
- Where possible, a pre-visit should be carried out by the lead member of staff in order to assess risk and help organise the visit. Venues usually provide these free of charge; however, if this is not the case and costs are incurred, these will be reimbursed by the school
- If a pre-visit cannot take place, the trip leader must liaise closely with the venue in order to support a full risk assessment.
- Children and adults must wear high visibility bags/jackets. If it is a large trip, these will be spread evenly throughout the group
- It is likely that the children will require a packed or cooked lunch. In this event, teachers are responsible for ensuring that appropriate care is taken to support children with special dietary arrangements and allergies.

### **Extra-curricular Club Event**

Where extra-curricular activities regularly take place off-site, e.g. sports fixtures, the organising staff at the start of each school year will obtain from parents of those students the following before each trip

- Consent to participate
- Appropriate medical information
- Emergency contact details

A single member of staff may supervise a sports team. Adults other than teachers (AOTTs) may act as additional supervisors. However, a DBS check must be completed if staff anticipate that supervisors will be left alone with students or will be supporting events on a regular basis.

- A risk assessment must be completed prior to these activities and logged on EVOLVE at least 48 hours prior to departure.

The Visit Leader for each fixture visit should take:

- a mobile phone
- medical information
- copies of Consent Forms and emergency contact details for each student
- a First Aid Kit, ensuring that an approved adult is available to administer First Aid

## Residential Visits

Residential trips are school trips that take place over a few days and pupils are required to stay away from home. Residential trips are usually activity-based trips and are one of the first experiences of being away from home for a child. At Riverside we have a programme of residential visits which is progressive.

- Governors must give their consent for all residential visits in advance. This must be noted in the Governing Body Meeting minutes.
- A risk assessment must be completed prior to these activities and logged on EVOLVE at least 4 working weeks prior to departure.
- The LA must approve all residential visits in advance via EVOLVE.
- A pre-visit must be carried out to any new residential centres by the lead member of staff in order to assess risk and help organise the visit.
- All adults accompanying children on a residential visit must all be subject to enhanced DBS check.
- We do not take parents and carers on residential visits unless there are exceptional circumstances.
- Our expectations and policies pertaining to positive behaviour apply to residential visits.
- Where a child has additional behaviour concerns, a meeting will be arranged with parents, lead teacher, Head teacher and a member of the Governing Body so that very clear expectations are set out.

## Procedures during and after a visit

### During a visit

The Trip Leader retains a 'Higher Duty of Care' for the group at all times. In delegating supervisory roles to other adults, it is good practice for the Trip Leader to:

- allocate supervisory responsibility to each adult for named young people
- arrange the party into smaller and more easily managed sub-groups
- ensure that each adult knows which sub-group and which young people they are responsible for
- ensure that each young person knows which adult is responsible for them
- ensure that all adults understand that they are responsible to the Trip Leader for the supervision of the young people assigned to them
- ensure that all adults and young people are aware of the expected standards of

behaviour

- ensure the visit is as safe as practicable
- curtail the visit or stop the activity if the risk to the health and safety of any participant reaches an unacceptable level
- ensure that participants are aware of the need to be involved in the process of ongoing risk assessment, including the reporting of hazards and potential risks

It is good practice for each Assistant Leader to:

- have a reasonable, prior knowledge of the young people, including any special educational needs, medical needs or disabilities
- carry a list/register of all group members
- directly supervise the young people (except during remote supervision). This is particularly important when they are mingling with the public and may not be easily identifiable
- regularly check that the entire group is present
- have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes
- have the means to contact the Trip Leader/other adult supervisors if needing help
- have prior knowledge of the venue from the Visit Leader
- recognise unforeseen hazards and respond accordingly
- monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- be competent in the techniques of group management
- ensure that young people abide by the agreed standards of behaviour; clearly understand the emergency procedures and be able to carry them out; know how to access First Aid

Each young person should:

- know who his/her supervisor is at any given time and know how to contact him or her
- make sure that they have understood instructions
- make sure they are not isolated from the group
- know who their fellow sub-group members are
- alert the supervisor if someone is missing or in difficulties
- make sure they are aware of any designated meeting place and times
- make sure they understand the action they should take if they become lost or separated

During a visit ALL participants will:

- ensure that they cooperate with the Visit Leader and follow the instructions given to them in order to maintain the lowest acceptable risks to the health and safety of all participants
- develop their knowledge and understanding related to responsible participation in risk reduction

## **Following a Visit**

The Headteacher should be informed of any issues that caused concern on the trip (pupil behaviour, poor quality of trip etc.) These may need to be followed up with the establishment.

When necessary, the trip leader should ensure an accident/incident form is completed and sent to the EVC

The Headteacher should be informed of the success of the trip. A particularly good visit can be followed up with the establishment and a note can be made to use that venue again.

The school reserves the right to refuse to take children on a trip if their behaviour has been poor during previous visits, or if their behaviour is likely to bring the reputation of the school into disrepute.

## Health and Safety

### Adult to Child Ratios

The DfE states that all schools will determine the number of adults required depending on the nature of the outing. The only legal ratio is for Early Years where a ratio of 1:8 or 1:13 (depending on ages and staff experience and qualification). All other ratios are dependent on staff planning of visits. At Riverside Primary School our adult to child ratios are as follows:

Early Years	1: 6
KS1	1:6
LKS2	1:8
UKS2	1:10

Where a child with additional needs attends the trip, additional adults may attend in order to ensure the safety of the child and facilitate accessibility in order to achieve the objectives of the trip.

### First Aid

At least one appropriate accompanying adult must be trained in First Aid and in the treatment of anaphylactic shock if appropriate. Where EYFS children are participating on the trip, a paediatric first aider must be in attendance. It is the Visit Leader's responsibility to check that all essential medications have been taken e.g. Epipens, asthma inhalers etc. It is the student's responsibility to bring labelled medication and present it to one of the adults supervising the visit e.g. travel sickness medication. If any medication is taken it should be recorded on the Administration of Medication Form. The administration of first aid should be recorded in the accident book. If an accompanying adult considers that medical treatment necessary, s/he may contact parents/carers for advice and consent in minor cases. If in doubt the student should be referred to a doctor.

### Administration of Controlled Substances eg Ritalin

Visit leaders are responsible for keeping all controlled substances in a locked container and then within another locked/secure area eg cupboard or glove box. All medication administered on the visit should be recorded on the Administration of Medication Form and returned to the relevant Student Reception.

On residential visits, students and staff must be familiar with fire and emergency procedures.

### Behaviour

School policies on behaviour and safeguarding will be followed at all times.



All children will be reminded of behaviour expectations and they will mirror those expected in school.

Pupils will be reminded of safety procedures prior to all visits and the timetable of the day will be explained to them. It will be made clear who is the group and overall visit leader.

For pupils who have challenging behaviour issues, a risk assessment will be undertaken and all possible measures will be put in place to ensure the child is included in the school trip. A child will only ever be excluded if their behaviour poses a risk to themselves or other pupils and adults. This assessment will be undertaken in consultation with parents/carers.

A serious or repeated failure to observe behaviour guidelines could result in a pupil being sent home at his/her parents' expense. Parents and pupils will be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

Poor behaviour outside of school is taken very seriously and will not be tolerated. Poor behaviour on a school trip affects the reputation of all the children attending Riverside Primary School.

## **Transport, including minibuses and private cars**

The Trip Leader is responsible for ensuring that transport is hired from a reputable company; that there is adequate supervision; that seat belts are worn and that staff and students are aware of what to do in an emergency, e.g. evacuation routes, assembly points.

All drivers of school mini-buses, including parent volunteers, must have an LA permit, which expires after 5 years. All drivers must be over 21. Drivers, aged 21-24, may require additional insurance. All persons in the mini-bus must wear a seatbelt. Drivers must check the bus before departure and they must ensure that their total working day, including driving time, does not exceed 10 hours. Drivers must not drive for more than 1 hour 40 minutes in any period of 2 hours.

Teachers, and others who drive students in their own cars, must have the appropriate licence and insurance cover for carrying students and must have fully comprehensive insurance including business use identified on the policy. Car seats must be used for all children below 1.35m which can be provided by either the school (if available) or parents.

## **Financial Considerations**

Visits will be consistent with the aims of the school and be fully researched, approved, clearly targeted and reviewed.

Visits can lead to pressure (on parents' purses) and stress (on staff and students). To avoid unnecessary financial burdens on parents, all visits follow an agreed pattern, to be part of the school calendar and ample notice will be given to parents to support them in meeting any costs incurred. Students will not be barred on financial grounds from any courses/visits considered a necessary part of the curriculum. When additional funding is necessary, the school will endeavour to provide support in accordance with our Charging, Refunds and Remissions Policy.

## **Staff Training**

The following training will be undertaken by the organisation:

- All staff will be made fully aware of this policy and the requirements and arrangements laid down within it.
- All staff will be trained in understanding the health and safety requirements of

educational visits, particularly in relation to those identified in the relevant risk assessments.

- Key staff, as identified by the EVC, will be trained in any specific role they are required to take in support of this policy.

## **Trip Approval Criteria**

A decision on whether or not a visit may go ahead will be made on the basis of:

- Cost to school and parents – the school reserves the right to cancel visits in the event of inadequate funding being available
- Educational value
- Inclusiveness of all students
- Timing
- Adequate leadership arrangements and suitability of qualifications
- Health and safety considerations as a result of a completed risk assessments
- Whether or not it includes all students
- Financial security
- Evidence of appropriate planning
- Evidence that minimum disruption to the normal curriculum has been considered

There must be a briefing meeting for parents before all residential, overseas visits or visits involving adventure activities.

## Appendix A CHECKLIST FOR TAKING A SCHOOL TRIP

Day trips	Residential
<ul style="list-style-type: none"> <li>• Details of venue</li> <li>• Nature of activity on offer</li> <li>• If Outdoor Activity / Education Centre, has it been checked for suitability?</li> <li>• Available dates, including alternatives, times (must not return late (10:00) without SLT consent</li> <li>• Insurance</li> <li>• Are staff qualified to lead activities?</li> <li>• Costs, e.g. entrance fees, transport, activities, meals, hiring equipment</li> <li>• Cover requirements and costs</li> <li>• Suitability for those with physical disabilities e.g. lifts, toilets</li> <li>• First Aid provision. Are suitably qualified staff available to meet the needs of students?</li> </ul>	<ul style="list-style-type: none"> <li>• Accommodation details</li> <li>• Nature of activity on offer</li> <li>• If Outdoor Activity/Education Centre, has it been checked for suitability?</li> <li>• If accommodation other than above, e.g. hotel abroad, have premises been vetted, e.g. by Travel Company?</li> <li>• Available dates, including alternatives</li> <li>• Insurance</li> <li>• Are staff qualified to lead activities?</li> <li>• Costs, e.g. entrance fees, transport, activities, meals, hiring equipment</li> <li>• Cover requirements and cost</li> <li>• Suitability for those with physical disabilities e.g. lifts, toilets</li> <li>• First Aid provision. Are suitably qualified staff available to meet the needs of students e.g. diabetic students?</li> </ul>

Allow plenty of time for planning. Allow at least three months for most day visits (six months if children with physical disabilities are involved and a minimum of six months for residential visits). Some day visits e.g. to the theatre, may need less time than this.

1. Discuss the idea for the visit with your team and then the headteacher. Consider appropriate support regarding potential issues for SEN students.
2. Make initial enquiries with the company/venue:
  - A provisional booking at this stage may be advisable
3. Complete and submit to the Headteacher copies of
  - Trip Proposal forms
  - Budget Form
  - Risk Assessments
  - Draft letter to parents/carers (see Visits Policy for example)
4. If approved, inform students and parents/carers of the visit. Work alongside the pupil administrator (Ms Tammy King) in the office to ensure the appropriate letter is

sent out and permissions are gathered.

5. Once pupils are confirmed, the pupil administrator will send out letters confirming places, asking for deposits/payment in full where applicable.
6. For residential visits, send out the *in loco parentis* form.
7. Arrange a briefing for parents/carers if required. A briefing MUST take place if the visit is residential.
8. Arrange necessary First Aid provision and any necessary medication, e.g. EpiPens, extra inhalers, controlled medication with administration form.
9. Ensure that students and parents are fully aware of the itinerary, equipment required and expected standards of behaviour if this has not already happened at the briefing meeting, e.g.
  - Use of meeting points
  - Out-of-bound areas
  - What to do in an emergency
  - Dress code
  - Responsibility for own property
  - Water/sunscreen/hat for outdoor summer activities
10. Parents/Carers should also be provided with the addresses and contact numbers of the accommodation

# Appendix B - CRITICAL INCIDENTS

## Definition of a Critical Incident

When a group undertaking an off-site activity and any member of the group has been involved in an incident where a group member has:

- either suffered a life-threatening injury or fatality
- is at serious risk;
- or has gone missing for a significant and unacceptable period. In such a case, the incident should be treated as a “critical incident” and this guidance and procedures should be implemented.

## Principles and Priorities

- to meet the needs of the group in crisis
- to meet and support the needs of the establishment, its community, parents/carers, relatives and friends
- to respond to the needs of other agencies
- to respond to media demands

## Alerting and Activating the Plan

The plan should be sufficiently flexible to enable alerting the system for incidents occurring during normal school hours and those incidents that take place outside of normal school hours on a 24/7 basis. This will usually be by allocating a landline telephone number that is certain to be staffed during normal office hours (Usually Reception), and an alternative mobile phone number that is staffed on a 24/7 basis outside normal office hours (Base Contact). The numbers should be available to all those that may be required to use them, including:

- designated members of the Senior Leadership Team
- employer’s Lead Manager for Critical Incident Management (if required)
- members of the Critical Incident Management Team and Travelling Team
- EVC
- Visit Leader
- Assistant Leaders who may take sole charge of a sub-group

Visit Leaders, and those in sole charge of a sub-group, should be advised to carry these numbers at all times during off-site activities, along with an Emergency Plan crib-card (preferably laminated to ensure that it can be used in difficult environmental conditions). However, in all but the most serious of circumstances, they should only use them after consultation with the establishments nominated Emergency Contact(s). Under normal circumstances, it should be the establishment’s Emergency Contact that alerts the employer to initiate the Plan.

For the planned telephone communications to remain effective, it is strongly recommended that under no circumstances should Visit Leaders, EVCs, Establishment Emergency Contacts, Heads or Managers, make these telephone numbers available to parents – who might otherwise over-burden and compromise the system.

## **EMERGENCY PROCEDURE PROTOCOLS**

The immediate course of action should be to:

1. assess the situation, establishing the nature and extent of the emergency but ensuring that the Visit Leader does not put his/herself at further risk
2. Visit Leader delegates responsibility of visit leadership to their deputy and contacts emergency services. Following contact with emergency services, Visit Leader contacts Base Contact.
3. Deputy Visit Leader makes sure all other members of the party are:
  - accounted for and safe
  - briefed to ensure that they understand what to do to remain safe
4. Follow the emergency procedures appropriate to the activity
5. If there are injuries, take action to establish their extent and administer appropriate First Aid

It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Trip Leaders make the telephone numbers that activate the Critical Incident Management Plan communication available to parents. Direct contact with a parent/carer of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

### ***When summoning help:***

1. Contact the appropriate emergency service(s) providing:
  - name of group and Visit Leader
  - location
  - nature of emergency and number of injured persons
  - action so far

Then follow the advice given by the emergency services

2. Contact and advise the establishment Emergency Contact of the incident and action taken
3. Contact and advise any local base being used by the group

The Visit Leader at the location of the incident (in conjunction with the local base support) should:

- ensure that an appropriate adult attends the receiving hospital, taking the parental consent forms and appropriate medical information for the injured persons
- ensure that the remainder of the party:
  - are adequately supervised throughout
  - are returned as early as possible to base
  - receive appropriate support and reassurance
- ensure that an adult continues to liaise with the emergency services until the incident is over

### ***Essentials:***

- Monitor – record all events, times and details – establish witness contact details
- Treat for shock – reassure and keep warm
- Remember the rest of the group – safety, comfort, shock

- Avoid splitting the group – unless it is the only way to get help – leave nobody on their own
- Control indiscriminate use of mobile phones/email/Social Networking by the rest of the group
- Ensure that a leader accompanies any casualties to hospital
- Continue to monitor the situation and respond accordingly

### ***Recording an incident:***

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following:

- Time, date and nature of the incident
- Accurate incident location
- Names of casualties
- Details of injuries
- Names of others involved but not injured
- Locations of all involved when moved from the site
- Names and contact details of witnesses
- Action taken
- Action still to be taken
- An agreed plan for further action

### Establishment Emergency Contact Protocols

The designated establishment Emergency Contact should initiate the planned cascade of information and action as set out in the Establishment's own Critical Incident/Emergency Plan.

They should ensure that they:

1. Make every effort to seek alternative and additional telephone lines
2. Restrict access to telephones, including mobile phones, and to other outside contacts, including the media and press
3. Contact the employer's designated Lead Manager contact point, giving details as above and also the current emergency contact telephone number at the location
4. Ensure that an appropriate adult is accessible by telephone

### BASE CONTACT'S GUIDANCE WHEN RESPONDING TO A CRITICAL INCIDENT

- Establish group safety
- Ensure Visit Leader has followed critical incident protocol
- Contact the Headteacher who will begin the Critical Incident Management Plan
- Contact the establishment's Emergency Contact (if appropriate)
- Headteacher/SLT will contact parents, Local Authority and the Trust Board
- Maintain contact and communication with visit group and the establishment in question