



AYESHA COMMUNITY SCHOOL

ACS Safety on Education Visits

November 7

2014

Policy for Safeguarding the Health & Safety of Pupils on Educational Visits

Revised by Mr. M. Sidat
(Headteacher)

1. Rationale

There is no doubt that school children and young people benefit from taking part in educational visits and journeys. These experiences provide exciting and motivating opportunities which are not available in the classroom. They develop people's skill, awareness and understanding; longer visits also encourage greater independence and prepare children for adulthood.

In some instances such visits and journeys are a statutory part of the national curriculum programmes of study and a compulsory part of the examination syllabi.

The planning and organisation of visits and journeys should ensure that all reasonable care is taken for the safety and well-being of all participants in order to achieve their educational objectives.

2. What is an Educational Visit

An Educational Visit (also called Visit in some parts of this document) is every activity that is organised by the Ayesha Community Education (referred as the School in the remainder of this document), but takes place away from the School's premises whether:-

- ❑ during normal working hours, in the evenings, at weekends or during the holidays; day trips or residential; in the UK or abroad.

Please Note: No activity is entirely without potential danger or risk. However, the School has defined as "hazardous" an activity where it is generally agreed that it requires a member of staff to have specific knowledge and qualifications in order to reduce risks to a minimum, or where insurance companies list the activity as hazardous.

3. Aims of the policy

The purpose of this policy is to provide clear guidance on the actions which is required in carrying out Educational Visits and to ensure safety of everyone on the visit.

Specific aims of this policy are:-

- ❑ to define the procedure to be followed by everyone planning an Educational Visit;
- ❑ to (as far as possible) protect pupils and staff of the School on Educational Visits; to define the roles and responsibilities of members of the school community with regards to Educational Visits.

This document is intended to assist in the planning and carrying out of Educational Visits as safely as possible and applies to every such activity and describes procedures which **MUST** be followed.

The documents and forms will be updated annually to reflect the experiences of teachers and staff.

3.1 Other Relevant Documents

Under the Health and Safety at Work Act of 1974, employers are responsible for their employees and anyone else on their premises. This includes participation on off-site visits.

The DfE has published guidelines for schools planning Educational Visits; 'Health and safety, Department for Education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies'. This policy has been drawn up using guidance from this DfE document.

4. Procedures for Educational Visits

The welfare and best interests of the pupils will always be a primary consideration at the School. We will take all reasonable measures to ensure safety of the pupils in our care.

The following are the general steps that are required to be performed for Staff planning Educational Visits. Further details are provided in the following sections of this document.

- Every Visit must have a Group Leader.
Group Leader must plan the Visit.
 - Planning a Visit should be started at least 6 weeks before it is due to take place and completed at least 2 weeks before the start of the trip.
 - In the case of a last minute booking e.g. a Visiting venue having a late cancellation which is offered to a Staff member of the School – the Staff member must contact the Head teacher to discuss an emergency approval. However, Staff will not be allowed to make any short cuts on any of the documentation.

- The conclusion of the plan will be, completion the Educational Visit Approval form (and presented to the Head teacher) and all other necessary documentation e.g. risk assessment, information sheets for parents etc.
After Approval for the Visit from Head teacher (if necessary Head teacher gets approval from Governing Body).
Gain parental consent.
For pupils in KS1-KS5, if the Visit is
 - during the normal school hours
 - are a normal part of children's education
 - has no high risk elements (including travelling)Then, the School does not need to get parental consent. However, parents should be informed about where their child(ren) will be at all times.

- In the case where the Visit is any one (or more) of
 - outside the normal school hours
 - not a normal part of children's education
 - has high risk elements (including travelling)Then the parents must be given the opportunity to withdraw their child(ren) from the Visit.

- Collect Fees for the Visit.
Confirm Bookings.
Have briefing for Supervisors, Parents and pupils (as necessary).
Make final preparation for the Visit.
Inform Head teacher of any changes to the original plan.
Go on the Visit (keep monitoring the risks).
Return from Visit and complete the Visit Evaluation Form (see Appendix C).

4.1 Non-School Staff on Educational Visits

It is important that any adults joining the Visit that are not:-

- School staff members or
- one of the approved volunteers

have been vetted by the person responsible for the Visit¹ (Group Leader see next section). The vetting procedure should include:-

- gaining a list99 check
- a criminal record check (if they participate in a residential visit).

on all such persons.

Such persons (shall be referred to as Parent-Volunteers in the remainder of this document and) should be known to the School and preferably to the children as well e.g. parents of the children in the group. The Group Leader should also check that the person is suitable for joining/supervising the Visit.

5. Roles and Responsibilities

5.1 The Head teacher

The Head teacher will be the designated person to be contacted for emergency purposes² (24 hr/7 day) and has the overall responsibility to ensure that:-

- the procedures for Educational Visits are put in place and are carried out appropriately;
- all staff are aware of these procedures including the need to get approval from the Head teacher;
- a record of each Visit is kept on file in the School. In particular, records of any incidents which occurred on the Visit must also be kept (this should include records of any incidents which were nearly an accidents i.e. near-misses);
- Report all emergency incidents to the Governing Body with recommendations (if any).

The responsibilities of the Head teacher on each Educational Visit are to:-

¹ All Staff and approved volunteers will have already been vetted

² A suitable second contact person will also be provided – this person will also be able to contact the Head teacher. In the case that the Head teacher also goes on the Visit, one of the Governing Body will be appointed as the emergency contact.

- approve all Educational Visits and staffing levels - this will include ensuring that all necessary actions have been completed and are acceptable e.g. ensuring that:-
 - the School's Educational Visit Approval form has been completely filled;
 - insurance is arranged as appropriate;
 - risk assessment has been completely carried out and appropriate safety measures are in place;
 - there is enough time to organise the visit;
 - parent/carer consent forms have been signed for all children on the Visit;
 - there are a suitable number of Supervisors on the Visit for the number of pupils (see section below under Planning/Supervision);
 - mode of transportation is appropriate (see Appendix C for risk assessments);
 - travel times and pick-up/drop-off points are suitable and known to everyone including parents/carers;
 - contingency for delays are acceptable;
 - adults who are not School staff members or approved volunteers joining or supervising the visit have been vetted (as above).
 - ensure that adequate first aid will be available including any medical or special needs;
 - assess training needs of staff on the visit and if necessary arrange for suitable training e.g. first aid, hazard awareness, etc;
- ensure that the Group Leader has experience of supervising children of the age group on the Visit and will supervise the group effectively;
- ensure that the Group Leader (or another Staff member on the Visit) is competent enough in the activity and is familiar with the location of the activity;
- ensure that the Governing Body has approved the Visit (for Residential Visits and Hazardous Visits);

5.2 The Group Leader

The Group Leader will have overall responsibility for the supervision and conduct of the Visit. The Group Leader may get advice and guidance (regarding Educational Visits) from the Head teacher and other senior members of Staff.

Other members of Staff and approved volunteers and/or parents/carers of pupils may also be invited by the Group Leader to join the Educational Visit. Some of them (supervisors in the Visit) will be appointed tasks and may be given responsibilities of sub-groups others will not be given specific responsibilities (volunteers in the Visit).

The Group Leader will:-

- be familiar with this document and the relevant sections of the documents listed in 3.1 of this document;
- undertake detailed planning of the Visit including:-
 - a complete and comprehensive risk assessment³;
 - details of equipment required ;
 - transport⁴;

³ See later section in this document Planning/Risk Assessment and the School's Risk Assessment forms in Appendix C, also available from School's Office.

⁴ See Appendix C, Travel Risk Assessments.

- accommodation (if there will be overnight stay);
 - financial and insurance;
 - any other bookings.
- complete the School's Educational Visit Approval form (see Appendix C also available from School's Office);
gain the Head teachers approval before any off-site Visit takes place;
ensure that Head teacher is informed of organisational progress and any change to the original approval;
be able to control and lead young people of the relevant age range;
 - have enough information on pupils for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
 - be fully aware of child protection issues;
 - be fully aware of relevant safety guidelines and precautions;
be familiar with the emergency procedures (see later section Emergency Procedures) and will deal with all emergency situations as they arise;
 - explain the nature of the visit to the pupils and parents;
 - produce an information sheet for Parents about the Visit detailing all relevant information including any activities;
 - obtain parental consent (on the School's Parent Consent Form for an Educational Visit) ensuring that all necessary details on the form have been completed including contact details and details about medical treatment;
 - obtain information regarding pupils' special dietary, medication and educational needs and ensure that all supervisors are aware of these;
 - check on all pupils' general health and fitness;
 - ensure that the behaviour or health of any pupil that may be an endanger to themselves or others in the Group is stopped from going on the Visit⁵;
 - ensure that regular head counts of the pupils are made during the Visit especially when moving/travelling from one place to another;
 - establish rendezvous points and advise all pupils on procedures if they become separated from the Group;
 - ensure that all non-School adults joining the Visit have been suitably vetted (as described in section 4.1 above).
 - appoint one of the other Staff members in the group as the Deputy Leader and will ensure that everyone in the Group knows the identity of that person (this must be a member of Staff or approved volunteers);
 - clearly assign roles and responsibilities of Supervisors and will ensure that all tasks have been assigned;
 - ensure that the Head teachers approval is sought before appointing an Adult-Volunteer as a Supervisor or Deputy Leader;
 - ensure that adults to pupil ratio is appropriate (see above under Head teachers role);
 - ensure that Parent-Volunteers are not left alone unsupervised with pupils;
 - ensure that all adults (Supervisors and Parent-Volunteers) on the Visit are fully aware of what the visit involves and briefed on (provided in writing):-
 - their roles and responsibilities;

⁵ The curricular aim should be fulfilled in other ways for all such pupils (if possible).

- helping with the control and discipline of pupils;
- the emergency procedures and how to contact the emergency services;
- doing their best in ensuring the health and safety of the entire Group
- (for their own protection) making sure that any one of them should NOT be alone with a single pupil (whenever possible);

In addition Supervisors will be:-

- briefed on monitor risks and measures to avoid or reduce risks;
 - provided with a list of all pupils and adults in the Group;
 - briefed on ensuring that no pupil is coerced into doing an activity of which they have a genuine fear;
 - advised of pupils that will require close supervision e.g. those with special needs or those likely to cause trouble.
- ensure that one of the Supervisors (which could be the Group Leader him/herself) is assigned to write any relevant details of the Visit (in the duration of the Visit) and carry the Educational Visit - Incident Report Forms.
 - may (if necessary) brief parents who are not going on the Visit (arrangements for translators should be made for parents for whom English is a second language) on:-
 - code of conduct expected from the pupils on the Visit
 - the possible sanctions if pupils break the code of conduct – including bearing the cost of being sent home early;
 - any preparations that are required before the Visit;
 - items that pupils should bring with them on the Visit;
- ensure that all pupils are fully briefed (see later sub-section on pupil preparation);
 - issue all important items required by Group members e.g. meeting points, meeting time, journey time, kit lists and code of conduct to all Group members (and parents);
 - issue additional items to all supervisors e.g. emergency contact details, copy of emergency procedures, copy of risk assessment;
 - check that the equipment is in working order and is maintained, as well as being suitable for the activity undertaken and will report any defects or missing items;
 - stop the visit or activity if the risk to the health or safety of the pupils is unacceptable (all Supervisors have the same authority and Parent-Volunteers must advise the Group Leader or a Supervisor of any such risks) and have in place procedures for such an eventuality;
 - review regularly taken activities and advise the Head teacher of any adjustments that are necessary;
 - ensure that if at any time there is a change to the planned schedule, the new activities will be assessed and everyone in the Group is provided with the appropriate information;
 - ensure that the Visit Evaluation Form is completed (see Appendix C, Model Form 5 - copies available from School's Office) within 2 weeks of returning from the Visit;
 - ensure that the following taken present on the Visit:-
 - emergency incident pack to include: a first aid kit, mobile phone, a list of party members, emergency contact numbers, and a high visibility garment – all Supervisors should know where this pack can be found;
 - The Group Leader should also consider taking the following:
 - a copy of the DfES publication 'A Handbook for Group Leaders' on the visit;

- a copy of the Emergency Procedures;
- any other equipment required for the Visit;

6. Planning the Visit

The importance of planning an Educational Visit cannot be overstated. Careful and thorough planning should ensure that all reasonable care is taken for the safety and wellbeing of all participants in order to achieve their educational objectives.

The Group Leader should ensure that everyone who wishes to participate in the Visit is able to do so. Hence the transport and venues should be chosen such that pupils with special needs or medical needs are catered for.

The steps required in planning are:-

- Risk Assessment;
- Exploratory Visit;
- Financial Planning;
- First Aid;
- Supervisors and additional Volunteers;
- Preparing Pupils;
- Travel Planning⁶;
- Insurance;
- Residential Planning (if there will be overnight stay)⁷;
- Emergency Procedures.

These are described in the following sub-sections.

Any local Visits that are performed regularly (e.g. to the swimming pool) do not require a plan for each Visit. However a generic plan should be made which should be regularly reviewed (e.g. initially every term) and in particular the risks should be carefully monitored. Any risks identified after the original approval should be appropriately assessed and contained immediately.

6.1 Risk Assessment

There are legal requirements to undertake risk assessments before carrying out any Educational Visits. This assessment must be documented. The School has a duty of care towards pupils and Staff in any activity where there is a risk. Group Leaders will need to show that “all reasonable precautions” have been considered and taken. Pupils must not be exposed to situation that places them in an unacceptable level of risk. Safety of the Pupils and Staff is the prime consideration and it cannot be compromised in order to meet educational or other objectives.

⁶ See Appendix C for Travel Risk Assessments

⁷ See Appendix C Overseas and accommodation Risks Assessments.

IMPORTANT

******* If a risk cannot be contained, then the Visit cannot take place. *******

The school has the Risk Assessment templates for different types of Visits. These are detailed in Appendix C. The Group Leader must complete the relevant template which will include risks to staff (including volunteers) and pupils and the staff to pupil ratio required for the visit. The risk assessment must be provided to the Headteacher, for approval, well in advance of the visit.

6.2 Exploratory Visit

An exploratory Visit should be made by the Group Leader if he/she is leading a group which falls in any one of these categories:-

- going abroad;
- on a residential Visit;
- outdoor activity (e.g. trekking)
- location that is not familiar.

The aim of this Exploratory Visit is to:-

- ensure at first hand that the venue is suitable and meets the aims and objectives of the Visit;
obtain advice from the venues' manager and/or other staff;
obtain names and addresses of other schools that have used the venue (and hence take advice from them);
assess potential areas and levels of risks;
ensure that the venue can cater for the needs of the staff and pupils in the Group;
become familiar with the area before taking a group of young people there.

If an Exploratory Visit is not feasible, then the Group Leader must consider other means to complete an adequate risk assessment. In such a case, the Group Leader, as a minimum, must obtain specific information:-

- by letter from the venue;
- from other schools that have recently visited the venue;
- from local organisations e.g. tourist boards.

6.3 Financial Planning

The Group Leader must:-

- get written quotes for all costs on the Visit, including:-
 - o travelling;
 - o residential (where appropriate);
 - o entrance fees;
 - o equipment hire (where necessary);
 - o etc.
- provide a breakdown of the costs to the parents/carers;

- ❑ (for higher costing Visits e.g. Visits abroad, trips of 1 week or more) provide parents with enough time to prepare financially for the Visit.

The School has a bank sub-account for Educational Visits. Cheques from parents should be made payable to the account name and not to any private individual.

The costs of Visits given to parents should be accurate from the quotations provided. Hence profits of a significant nature are not expected. Any small profits made will be used to reduce costs of future visits. In the case that a significant cost saving is made (e.g. refunds in excess of £10 per person) then the parents will be refunded.

6.4 First Aid

The Group Leader must:-

- ❑ have a good knowledge of first aid (qualified to at least Emergency First Aid);
- ❑ ensure that a suitably equipped first-aid box is taken on the Visit;
- ❑ on residential Visits (abroad or in UK) a fully trained first aid Staff member is part of the Group;
- ❑ arrange for a Supervisor to be in charge of first aid.
- ❑ (from the venue of the Visit) know where the local hospital is;

Please Note:-

- ❑ first aid needs should arise through the risk assessment procedure for the visit;
- ❑ the School's insurance policies will protect any Group Leader, Supervisor or Volunteer in respect of claims made against them when giving first aid as part of the planned programme.

6.5 Supervision

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- ❑ sex, age and ability of the group
- ❑ pupils with SEN or medical needs
- ❑ competence and behaviour of the pupils
- ❑ nature of the activities
- ❑ experience of adults in off-site supervision
- ❑ duration and nature of the journey (by coach, public transport, etc)
- ❑ requirements of the location to be visited
- ❑ first aid cover

Other important issues with regards to Supervisors have already been covered in previous sections of this document.

6.6 Pupil preparation

The Group Leader should:-

- ❑ consider including pupils involvement in the planning and risk assessment of a Visit. This will ensure that they are better prepared and more aware of the potential risks;
- ❑ provide each pupil on the Visit with a Pupils Checklist (see Appendix C, HASPEV⁸ Model Form 6 also available form School's Office) and the School's code of conduct on Educational Visits (see Appendix B);
- ❑ advise pupils about the Visit so that the pupils know:-
 - the aims and objectives of the Visit;
 - what to expect and what is expected of them;
 - the expected behaviour and dangers of misbehaviour;
 - any potential dangers on the Visit and how to ensure their own safety and the safety of others in the Group;
 - what to do if they get separated from the Group (rendezvous procedures);
 - the emergency procedures;
 - why safety precautions are in place for able bodied people and people with disabilities;
 - who is responsible for the Group (this includes delegated Supervisors being responsible for some activities);
 - any educational aspects of the Visit (i.e. things they should be looking out for);
 - background information about the venue of the Visit;
 - (on Visits abroad) basic foreign words and being sensitive to local customs;
 - the type of items they should NOT bring back with them (e.g. knives, drugs etc);
 - special clothing/items they need to bring with them.
- ❑ ensure that if there are any special needs pupils in the School:-
 - visits are arranged that can include them (e.g. access and facilities for wheelchairs on transport, residential centres and other venues – if not then use of portable ramps);
 - parents/carers of the pupil(s) or any supervisors that knows the pupil(s) needs are consulted to ensure that suitable arrangement can be made to ensure the safety of the pupil;
 - for certain necessary curricular Visits, as assessment should be made on the pupil (with special needs) to check if the pupil is capable of taking part and of benefiting from the Visit OR if the Visit/activity can be adapted to enable the pupil to participate;
 - staff are suitably trained e.g. if there is a manual handling requirement;
 - ascertain if there is a need for care assistants, or advice from parents⁹;
 - the insurance policy covers staff with special needs or pre-existing medical needs;
 - appropriate supervision ratios and safety measures are addressed at the planning stage;
- ❑ follow guideline on communications with parents as in Appendix D.

⁸ HASPEV : A Good Practice Guide – Health and Safety of Pupils on Educational Visits, this document is from DfES 1998 and has been superseded, the school's policy uses some of the forms from this document.

⁹ See DfES guidance "Supporting Pupils with Medical Needs: A good Practice Guide" (copy available in School's Office)

6.7 Insurance

The Group Leader should:-

- check the Insurance Policy for the School to ensure that all activities planned in the Visit are covered by the policy including transportation and residential;
- carefully scrutinise the insurance policy for list of exclusions;
- if there are pupils with special needs or medical needs, check that they are covered by the existing policy (additional cover may be required);
- in the case that the activity is not covered in the existing School's policy, the Group Leader must arrange for suitable cover and include the cost of the cover with all other costs of the Visit;
- inform the parents of the insurance schedule (as early as possible in the booking process);
- see Appendix H of this document, for additional guidance.

7. Types of Visits

Different types of visits will present different types of risks. See Appendix C for various risk assessment templates includes

- Residential/Abroad visits
- Various means of travelling
- Swimming pool visits
- Adventure visits (canoeing as an example)

8. Emergency Procedures

The Group Leader and other Staff Members who are in charge of pupils during a Visit have a duty of care to make sure that all pupils are safe and healthy. They have a common law duty to act as a reasonably prudent parent would. Staff members should not hesitate to act in emergencies and to take lifesaving action in extreme cases.

Everyone involved in the planning, approval and organisation of visits should recognise the risks involved. Risks will be minimised if attention is paid to planning, preparation and supervision. There may be emergencies, which require immediate response by the Group Leader, but the first priority is to keep the Group safe.

***** Emergency Procedures are an essential part of the Visit's planning *****

The following is very important:

The Group Leader must ensure that for the duration of the visit:-

- that he/she is in possession of all home contact numbers;
- for a Visit abroad they must also carry details of the insurance emergency helpline;
- the emergency contact has access to all details of the Group at all times.

The Group Leader must ensure that for the duration of the visit:-

- ❑ that he/she is in possession of all home contact numbers including insurance company and tour operators;
- ❑ he/she can be contacted at all times as they will be the first contact point in the case of an emergency.

The Group Leader or other Group members must not discuss any emergency incident matters with the media. Under no circumstances should the name of any casualty be divulged to the media.

No one in the Group must discuss legal liabilities with anyone!

8.1 Procedures in the event of an emergency

Note:

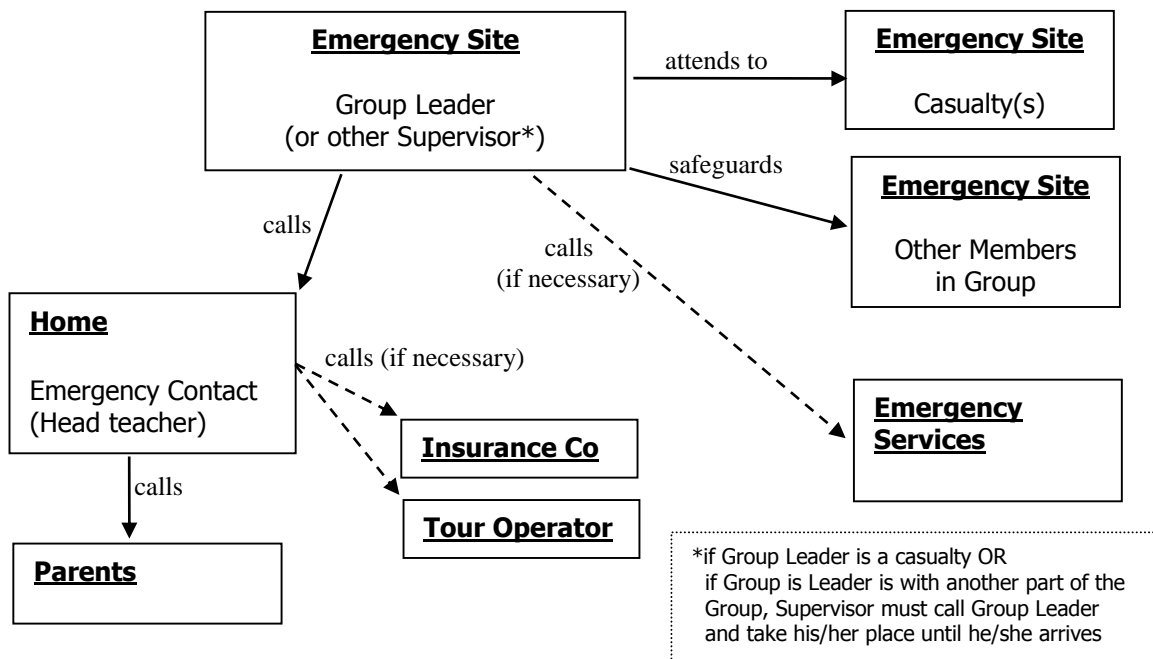
In the event that, the Group Leader is one of those involved in the emergency (i.e. injured) then, the deputy Group Leader or another Supervisor will assume the role of the Group Leader.

If the Group has been sub-divided and the sub-groups are in different locations, the Supervisor of the Group where the emergency incident has occurred must:-

- call the Group Leader immediately
- until the Group Leader arrives, perform the same actions as the Group Leader would do i.e. attend to the casualty, safeguard other members of the Group etc

(Point 2 here may take precedence over point 1 depending on the situation)

Emergency Procedures Flow Chart



Group Leader must:-

The

- ❑ establish the nature and extent of the emergency asap;
- ❑ establish the name(s) of the injured and (if necessary) call the appropriate emergency services - giving them details of the exact location, extent of injuries and Group details;
- ❑ check parental consent forms giving permission to authorise emergency treatment;
- ❑ establish the nature and extent of any injuries and (if appropriate) administer first aid;
- ❑ make sure all other members of the party are safe and accounted for;
- ❑ advise other party staff of the incident and that the emergency procedures are in operation;
- ❑ ensure that a Supervisor from the party accompanies casualties to hospital;
- ❑ ensure that the remainder of the party is adequately supervised throughout;
- ❑ arrange for one Supervisor to remain at the incident site to liaise with emergency services until the incident is over and all Pupils are accounted for;
- ❑ inform the emergency contact at home of details of the emergency incident, including:-
 - names of all casualties and details of their injuries;
 - names of others involved;
 - location of incident;
 - actions taken;
 - actions still to be taken.
- ❑ write down as soon as possible all relevant details while they are still fresh in the memory including on Educational Visit - Incident Report Form (see Appendix C);
- ❑ try to make sure that no other Group Member calls home until the emergency contact has had time to make contact with parents/next of kin(s) of casualties;
- ❑ any equipment involved in the incident must be kept for examination;
- ❑ if necessary notify police, (if they haven't been already) and if abroad notify the British Embassy or Consulate.

The Group Leader may delegate some of these activities to a Supervisor e.g. if the Group Leader, is busy attending to a casualty then a Supervisor may be called make sure other party members are safe.

The emergency home contact must:-

- ❑ be available at all times and be in a position to help as required;
- ❑ establish if the Group Leader is in control and whether any help is required – if help is required to undertake all reasonable means to help the Group Leader;
- ❑ to call the insurance company or tour operator as required;
- ❑ provide a contact number for parents should an emergency occur at home;
- ❑ arrange to contact parents of those involved and alert the Governing Body at the earliest opportunity;
- ❑ (in the case of a serious incident) contact all the parents of the Group.

After the Group members have returned, the Head teacher may also consider contacting the local support services to seek professional advice on how to help individuals cope with effects of a tragedy (this includes those who were injured and also those who were not).

Appendix A Staff and Volunteers Code of Conduct

All School staff and approved volunteers must abide by this Code of Conduct.

Staff and volunteers must NEVER:-

- ❑ hit or otherwise physically assault or physically abuse children;
- ❑ develop physical/sexual relationships with children;
- ❑ develop relationships with children which could in any way be deemed exploitative or abusive;
- ❑ act in ways that may be abusive or may place a child at risk of abuse;
- ❑ use language, make suggestions or offer advice which is inappropriate, offensive or abusive;
- ❑ behave physically in a manner which is inappropriate or sexually provocative;
- ❑ have a child/children with whom they are working to stay overnight at their home unsupervised;
- ❑ sleep in the same room or bed as a child with whom they are working;
- ❑ do things for children of a personal nature that they can do for themselves;
- ❑ condone, or participate in, behaviour of children which is illegal, unsafe or abusive;
- ❑ act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse;
- ❑ discriminate against, show differential treatment, or favour particular children to the exclusion of others.

This is not an exhaustive or exclusive list. The principle is that staff should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour. It is important for all staff and others in contact with children to:-

- ❑ be aware of situations which may present risks and manage these;
- ❑ plan and organise the work and the workplace so as to minimise risks;
- ❑ as far as possible, be visible in working with children ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed;
- ❑ ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged;
- ❑ talk to children about their contact with staff or others and encourage them to raise any concerns.

In general it is inappropriate to:-

- ❑ spend excessive time alone with children away from others;
- ❑ take children to your home, especially where they will be alone with you.

School Ethos

Ayesha Community Education (ACE) aims to uphold strong Islamic ethos at the school and hence in order to achieve this, ACE has enforced certain rules and regulations for its pupils to follow. These rules and regulations are based on Qur'an and Sunnah. The rules will be meaningless if the staff at ACE do not adhere to these rules. Hence it is crucial that the staff of Ayesha Community Education also uphold strong morals and values which enable them to be excellent role models for the students. The values we are required to adhere to are included in the following:

Dress

- ❑ Staff should wear appropriate loose clothing such as a jilbab which is not too fancy.
- ❑ Tight clothes should not be worn.
- ❑ The Hijab should be worn in the traditional way, covering the shoulders and chest area.
- ❑ Staff are not to wear shoes in the school but can wear plimsolls or plain slippers.
- ❑ Bright colours should be avoided.

Beautification

- ❑ Staff should not change the shape of their eyebrows.
- ❑ Nails should be cut short and nail varnish should not be used.
- ❑ Make-up should not be worn. This includes kohl (eye-liner), mascara and lipstick.
- ❑ Staff should look presentable and clean to the students at all times.

Character

- ❑ Mobile ring tones should not contain music.
- ❑ Staff should strongly avoid clapping hands in applause and discourage pupils from the same.
- ❑ We are not to draw pictures of living things, including eyes.

Appendix B Pupils' Code of Conduct of Educational Visits

General

ALWAYS

- follow instructions of the Group Leader and other Supervisors;
- seeking permission before doing anything/going anywhere that they have not been specifically asked to do/go;
- looking out for anything that might endanger them or anyone in the Group and to inform a the Group Leader or Supervisor on such occasions;
- dressing responsibly;

NEVER

- take any unnecessary risks;
- talk to anyone from outside the Group unless a Supervisor is with you (if you are approached by someone from outside the Group, walk towards someone else in the Group preferably an adult);

With regards to the Journey and Transport

ALWAYS

- arrive on time and waiting at a safe place;
- rush towards the transport when it arrives;
- always use the Green Cross Code to cross roads in the UK;
- always wear seatbelts during the journey;
- stay clear of the doors after boarding and after leaving the vehicle;
- after leaving the vehicle if you need to cross the road, either wait for the vehicle to move away or walk away from the vehicle on the same side of the road until you have better visibility;
- tell a teacher or Supervisor, If you feel unwell.

NEVER

- attempt to get on or off a moving vehicle or a vehicle stopped at traffics lights or stopped in a traffic jam;
- tamper with the vehicle's equipment or controls;
- lean out or throw things from the vehicle's window;
- run about while the vehicle is moving;
- pass someone on steps while the vehicle is moving;
- kneel or stand on seats;
- block or obstruct the aisle with your bags;

Appendix C Educational Visit Forms

- Educational Visit Approval Form
 - Head Teachers Approval for Educational Visit Form
 - Risk Assessment Forms
 - General Considerations for Visits
 - Overseas Visits
 - Accommodations
 - Travel General
 - Travel by Coach
 - Travel by Minibus
 - Travel by Rail
 - Museums, Theatres, Cinemas, Galleries, Exhibitions
 - Theme Parks
 - Adventure Visits (e.g. Canoeing/Kayaking)
 - Swimming Pool

- HASPEV DfES Model Form 5 – Visit Evaluation Form
- HASPEV DfES Model Form 6 – Pupils Checklist Form
- Parents’ Consent for Educational Visit Form
- Educational Visit – Summary information of Participants
- HASPEV DfES Model Form 9 – Emergency Contact Information Form
- HASPEV DfES Model Form 11 – Parental Consent for Swimming Form
- Educational Visit – Incident Report Form

Appendix D Communication with Parents

- HASPEV Chapter 5, Paragraphs 109 – 122

Appendix E Insurance

- HASPEV Chapter 7, Paragraphs 143 - 156

Appendix F Other Documents

Copies of the documents (and more) are available from the School's Office and may be used for guidance on particular types of visits.

- Standards for Adventure;
- Group Safety at Water Margins
- Handbook for Group Leaders.