



**BALKAN SUPPLEMENTARY EDUCATION PROJECT
LTD**

PROCEDURE FOR OFF-SITE VISITS

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PROCEDURE FOR OFF-SITE VISITS

- All off-site visits must have a clear objective and the learning outcomes should be clearly stated. Talk to the co-ordinator if you want to arrange a visit. She may contact the local authority for support and guidance about safety.
- All visits must have a 'plan B' if the main objectives cannot be achieved. Your back-up plan might be running activities indoors if it rains, making a shorter visit if there are transport problems or cancelling a trip entirely and informing parents/carers that they need to collect their children/young people early. You must plan this as carefully as you plan your main visit.
- All visits must have a leader who has had suitable training and experience. Talk to the co-ordinator about who will be a suitable leader. There must be enough adults to supervise the children/young people effectively. The number will depend on the kind of activities and the length of the trip. There must be a qualified first aider on all visits and any adventurous or high-risk activities must be supervised by specialist leaders whose qualifications you have checked.
- Write a risk assessment for every visit. The risk assessment should cover:
 - the main activity
 - your 'plan B'
 - free time (if you decide to allow any)
 - travel arrangements
 - emergency procedures
 - numbers of staff/volunteers, including mixes of gender and skills
 - arrangements for supervision
 - site-specific hazards and risks (such as needing to have a trained person in charge of a sporting activity)
 - variable hazards (such as the weather, children/young people who cannot manage to complete activities, behaviour issues).
- Write a clear information sheet about the visit, including its purpose, what everyone will do, times and places where everyone should meet and from where they should be collected afterwards, the people supervising the visit and any other details you think families might need. Give this to children/young people and to parents/carers.
- Discuss the visit with the children/young people who are going and agree a code of conduct with them, making sure that they help to establish the rules that are made to ensure their safety, and that they know why they have to follow them.

Get written consent from parents/carers for children/young people to go on the visit and take part in the activities. You need to get additional specific consent if any of the activities involve going near water. You may also need to collect medical information and information about special learning, dietary or cultural needs from parents/carers, so that you can care safely and sensitively for the children/young people. You should also get a written agreement about whether each child/young person will be collected after the visit or is allowed to make their way home independently.

- Give parents/carers an opportunity to ask questions before the visit. This could be an informal invitation to speak to you at the end of classes or a full parents'/carers' meeting, depending on the nature of the visit.
- Take with you on the visit a list of children/young people with medical details and emergency contact numbers, and leave an identical list with a trusted adult, who will arrange to be contactable by phone for the whole time of the visit. If there is an accident or emergency, or even if you are just going to be late arriving back, that person will phone the contact numbers to make sure that parents/carers are informed.
- Find out as much as you can about the place you are going to visit. Plan any emergency procedures and pack a first aid kit. Find a safe meeting place for any child/young person who gets lost. Tell the children/young people what to do if they should get lost.
- Call registers and check regularly that everyone is there. Put a system in place so that children/young people do not get lost or wander off alone. Give each child/young person a 'buddy' and put them in small groups to be supervised by a named adult. Get them to form a circle at the start of the visit so that each child/young person has a left-side buddy and a right-side buddy. Give children/young people something to wear or a badge or head covering so that you can pick them out in a crowd. Badges must not have the child/young person's name but might have the name of the complementary/supplementary school and a phone number.
- After the visit, spend time with the co-ordinator, children/young people and other adults reviewing the visit, considering how it went and how it might have been improved. Make a note of any special safety measures you need to adopt for the future.

Signed on behalf of the Management Committee

Signed:

Date: