



Trinity School and College



LEARNING OUTSIDE OF THE CLASSROOM (LOtC) Procedures for External Educational Trips & Visits, and On-Site Activities

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 29: education must develop every child's personality, talents and abilities to the full, and encourage their respect for human rights, their own and other cultures, and the environment.

Basic Principles:

Out of school visits are to be seen as an extension of classroom learning and as such they must be:

- **of educational value reinforcing or exemplifying particular aspects of teaching programmes**

and/ or

- **an opportunity to promote the social or personal development of those involved**

All visits must have clearly defined aims and learning outcomes which relate to teaching programmes. Prior to any off-site visits there must be thorough planning by the staff concerned. A particular nominated experienced teacher must assume overall responsibility for such planning. Participating pupils and their parents must be thoroughly prepared for the visit and be made aware of what is expected of them before, during and after the visit.

LOtC activities include everyday activities in addition to more adventurous learning activities and trips. As an extension of normal teaching, LOtC activities should occur frequently throughout the academic year, making use of Trinity] grounds as well as the wider community outside of school. The grounds of Trinity are reviewed annually to ensure that they are being used to their full potential.

To ensure that learners continue to fully benefit from LOtC activities, they should build upon previous learning, and the level of challenge should increase over time.

LOtC opportunities must be fully inclusive and accessible for all learners. Trinity is committed to ensuring that every learner has the opportunity to take part in frequent and progressive LOtC activities.

To improve learner engagement, a range of different activities and experiences should be included in each topic or curriculum. Learners in every year group must be given opportunities for different types of LOtC experiences in a wide range of sectors. Wherever possible, teachers should make links between different areas of the curriculum to promote cross-curriculum learning outcomes.

LOtC activities must have specific learning outcomes, and the best LOtC activities will allow learners to be actively involved in planning the experience, preparation work, and follow up work in class after the activity (Plan, Do, Review or PDR). This ensures that LOtC experiences are integrated with classroom learning, rather than standalone events, and that the learning is consolidated and developed.

External Providers:

To ensure the highest standards of safety are maintained both on and off-site, risk assessments must be provided as part of the authorisation process for LOtC experiences. External providers are expected to have their own risk assessments, which staff must request and attach to the authorisation form.

If an external provider is to be used frequently, then the risk assessment will be stored on file to be easily copied for LOtC approval forms, and the LOtC Coordinator will have responsibility for ensuring these are kept up to date, by reviewing risk assessments annually.

The LOtC 'Search for a Quality Badge Holder' website and tool can be used to search for LOtC accredited external providers. This site can be accessed from:

<http://lotcqualitybadge.org.uk/search>

Suitable Clothing:

Learning outside the classroom (LOtC) is an integral part of teaching and learning at Trinity. LOtC activities should occur frequently throughout the academic year, and will therefore occur in all weathers.

Before all planned external LOtC activities and trips:

- Learners must be told what clothing they should wear on the trip, and any extra items they should bring, such as waterproofs, warm jackets, or wellington boots.

Before trips which involve the whole school day, overnight stays, and/or hazardous activities:

- Parents/carers must be given full details of the trip, including information about suitable clothing and which items their child should bring.

For informal excursions within the surrounding area:

- If necessary, inform learners of any clothing requirements in advance.
- For spontaneous trips such as walks into Rochester, staff must ensure that participating students are wearing suitable clothing which meets health and safety requirements.

Spare Clothing Bank

A bank of spare clothing is kept on the coat pegs on the lowest floor of Number 13 and in boxes in the metal cupboard by the back door. If this area becomes full, coat pegs in the lowest floor of number 11 may also be used.

If a student does not have appropriate clothing for the LOtC activity, please check the bank of spares for suitable items.

If a learner does not have appropriate clothing and no suitable spare items can be found, then the learner cannot participate in the LOtC activity if it is unsafe for them to do so. Responsibility for this decision lies with the Staff group leader.

Trinity # will request donations of spare clothing when needed, using ParentMail to contact all parents/carers and staff.

The spare clothing bank will be checked annually, and any essential missing items which are not donated will be purchased by the School.

Responsibilities:

1. Overall

Within Trinity the person with the ultimate responsibility for any out of school visit is the Executive Lead Pastoral, Welfare and Safeguarding as well as the Health and Safety Manager. As a consequence, certain expectations are placed upon the teacher in charge and other participating teachers. These appear within the parameters of this policy document.

2. Staffing

One member of staff should be given the responsibility of being in charge and should adhere to the checklist for staff organising school trips (**See Appendix A : Approval for Out of School Trip**)

and at least one member of staff **MUST** be qualified to administer first aid,

If an offsite visit is within a one mile radius of the school a qualified first aider need not accompany the group, but must be informed of the visit and be available to attend a situation without delay.

Supporting staff should be selected to ensure:

- a. that all planned activities can be safely supervised;
- b. that in the case of mixed groups of pupils participating in visits involving an overnight stay and/ or when considered necessary that there are male and female teachers/supervisors in the party.

Supporting staff must understand and accept:

- a. the aim(s) and stated learning outcomes of the visit;
- b. their duties and areas of responsibilities before, during and after the visit;
- c. that they are seen to be acting “**in loco parentis**” throughout the trip.

3. Pupils

Any pupils whose behaviour within school may be deemed inappropriate or who may be considered to be a danger to themselves or to the group may be refused permission to participate on the visit.

INFORMATION FOR PARENTS

For regular off-site activities (e.g. Medway Park Leisure Centre), information must be provided to parents at the beginning of the academic year or activity schedule, and a blanket parental authorisation form received for all participating students.

For off-site activities and trips:

1 Parents should be informed of all out of school visits and given opportunities to decline authority for inclusion within the activity. Parents and schools will liaise on any opportunity for an alternative learning provision for the period of the out of school visits, trip. Where the school is involved with regular out of school activities (such as Medway Park Leisure Centre) the information on the provision of the off school site will be made to parents at the beginning of the academic year, or at the beginning of the schedule of out of school trips.

2 Where visits involve the whole school day, overnight stays and/ or hazardous activities, parents must be given full details including:

- aims and learning outcomes
- travel arrangements – dates, times, names of the travel provider
- programme of the visit
- details of clothing needed
- staff arrangements
- insurance cover
- cost
- contact teacher at school for link between parents and party

Parents should be asked to supply appropriate information to the teachers in charge regarding:

- health considerations
- medications (including written consent to oversee their administration) • special needs
- parental consent

3 PUPIL CONDUCT

Within the Trinity Parental Authorisation form, parents are advised about the responsibilities they continue to have for pupil conduct (**See Appendix C : Parental Authorisation Form**). No student can take part in activities outside of school without this document being signed.

When letters to parents are written in order to advise them of the activity or trip, parents will be advised that where behaviour is causing disruption or danger to the pupil or the group, parents will be contacted to bring the pupil home. They should also be advised that any additional expense incurred in having pupils sent home because of inappropriate behaviour must be borne by themselves. (**Appendix D :Standard Trip letter**)

4 PUPIL BELONGINGS

Parents should be informed that it is inadvisable for pupils to bring valuable items on a school trip. If they do, they must accept full responsibility for their care and safekeeping. The school cannot accept responsibility for loss or damage to such items. (**Appendix C : Trinity School and College Parental Authorisation form**).

5 POCKET MONEY

This is at the discretion of parents. The school recommends, however, that for all visits only a limited amount should be taken. The actual amount will be advised by the teacher in charge. Food, travel and accommodation are generally included in the overall cost of the trip. The teacher leader/ teacher in charge of a sub-group, will, if pupils so require and parents agree, hold their pocket money. If a pupil loses money he/ she should report it immediately to the teacher in charge of the group.

6 PARENTAL INFORMATION MEETING

In addition to parents receiving the above information, particularly for extended stay visits, a meeting with them **must** be arranged to explain the purpose and programme for the visit and answer any questions which they may reasonably be expected to raise.

7 SAFETY GUIDANCE

The teacher in charge must ensure that the party is split into groups each with a teacher supervisor. The leader should know the pupils in the group and have a list of names. They should ensure that children with medical or other problems are known to the group leader. Groups of reasonable size, this determined by the nature of the activities in which the pupils engage – should be identified.

The party leader should check with all group leaders before departure. There must be a headcount on the coach before leaving, after each stop and before leaving any destination. When children are in groups – These should be vetted for suitability by the teacher responsible and/ or the teacher in charge.

Helena Phillips, Nikki Miles, Kelly Bates and Kieren Martin

Date: November 2019

Review Date: September 2020



Elizabeth Baines, Executive Principal/Governor
Ratified 25th November 2019

Appendices Section and Preparation Guidelines for LOtC

First Aid/Medical Guidance (see Appendix G):

- 1 Ensure all members are physically fit enough to participate fully in the trip.
- 2 A specific teacher should be given responsibility for ensuring appropriate first aid supplies are brought in the visit.
- 3 The duties of that teacher should include:
 - having available a well-stocked first aid box (**Appendix G**)
 - holding for those pupils requiring specific medication their prescribed drugs and dispensing these to them as and when required according to parental wishes and written consent.
 - maintaining a written record for every incident requiring action including the administration of any medication (**Safeguarding Policy Incident Form**)
 - following the emergency procedures identified in **Appendix F**.

Pupil Safety/ Supervision

The Trip Coordinator MUST take a copy of the Parental Authorisation Form and the Specific Student Risk Assessment (**Appendix H**) together with a copy of the register (**Appendix B, Appendix C, Appendix E, H**).

- Insist that children stay within any building being visited and/ or have a pre-arranged system for what children must do if they become separated from the party. Make sure the children and the leaders know about this system.
- When walking keep the party together with leaders at the front and the rear.
- Reform the party after obstacles (cross roads, etc). Check numbers constantly and when safe, record this in a register (**Appendix B**).

Emergency Contact

- Have an emergency procedure in place should the need arise? Participating pupils, parents and Executive Lead Pastoral, Welfare and Safeguarding must be aware of this procedure before departure (**Appendix G**).
- Where an emergency occurs details should immediately, or as soon as is practical, be reported back to the school through the contact teacher.
- If at all practical the teacher in charge must bring a mobile phone on such visits. This is essential on full day or longer educational trips/ visits and in particular if the journey involves overseas travel.
- The school will take immediate steps to inform the parents of the facts of any emergency. There may be circumstances when this would necessitate a house visit. Such steps will be known by parents prior to the commencement of the visit through advice provided by the organising teacher leader.

LOtC Checklist:

	<u>What to do</u>	<u>Who to contact</u>	✓
1	Planning: Where and when? Which students are going? Travel arrangements – how will you get there?	Mrs Kennedy (School) or Mr Furnell (College) to approve planning and funding, and sign Approval Form.	
2	If relevant - Complete costings sheet and print - available on staff only area in folder: 'LOtC, welfare, health and safety'		
3	BOOK venue/facilities/activity/tickets, etc. (to confirm date of trip)		
4	BOOK TRANSPORT 2 MONTHS IN ADVANCE OF TRIP or as far in advance as reasonably possible (minibus / coach)	Mr D Baines (Bursar) to book & pay for transport.	
5	Can students be involved in planning? E.g. 'Plan, Do, Review', planning itineraries, pre-trip research.		
6	Clear aim, learning objectives, and success criteria. Trip is fully inclusive. If the activity is curriculum-based, is it sufficiently challenging for the learners' age and ability?		
7	FIRST AID: Is activity within a one-mile radius of the school? (delete/highlight as appropriate) NO – at least 1 member of staff is qualified to administer first aid. YES – a qualified first aider does not need to accompany the group, but must be informed of the visit and be available to attend a situation without delay.		
8	Staff : Student supervision ratio of at least: 1:3 for younger learners, 1:5 for Key Stage 4, and 1:5 for College. For mixed gender residential visits, both male and female staff members must be present, and is preferred for non-residential visits.		
9	Complete 'Approval for Learning Out of the Classroom Trip' form (Appendix A) as far as you are able to at this stage.		
10	Attach Risk Assessments for activities and students to Approval Form (Supplied by the external provider and/or completed by staff)		
11	Get final approval for the activity/trip, from one of the following staff members: Show them the Approval Form (Appendix A), Risk Assessment, and this checklist.	Mrs J Pike (School) Miss H Phillips (College)	
12	Add trip to the school electronic diary. Invite attending staff members.	Add yourself or ask Mrs J Pike (Reception)	
13	Announce trip in Staff Briefing. Date.....		
14	Students attending fully briefed , including anything they need to bring (clothing requirements, entertainment, etc). Date..... Staff attending fully briefed.		
15	Send information letter to parents with consent form (template in Appendix D). File a copy of this in the general correspondence folder in the main office. Date.....	Send letter to Mrs J Pike (School) or Miss H Phillips (College) with a list of	

	For residential trips – participating students and staff must also complete the Medical Consent Form, to be taken on the trip (Appendix D).	participating students (to send via ParentMail)	
16	Add to Approval Form (Appendix A) – student numbers, notes of learners with additional needs, e.g. requiring medication.		
17	Arrange cover for the trip (request on SchoolBase) and provide cover work.	Email cover work to Dani Gillespie (School) or Hayley May (College)	
18	Prepare final and full itinerary and give a copy to Reception. Also provide Reception with the list of participating students. Request first aid kit for the trip dates – inform Mrs J Pike in advance.	Reception.	
19	For extended residential visits: In addition to information letters and consent forms, parents/carers MUST be invited to attend a MEETING to discuss the purpose and programme for the visit and answer any questions they might raise.		
20	Make arrangements for a staff emergency contact within school and on the trip.		
21	Before any external trip, ALL STUDENTS must have a signed Parental Authorisation form (see Appendix C).		
22	Add student names to offsite register, and record attendance before leaving for the trip and on return. <i>Conduct additional attendance checks throughout the trip.</i>		
23	<i>Whilst on the trip, immediately report any injuries or incidents to the School Office. Take approval form & offsite register.</i> ENSURE STAFF HAVE CHARGED MOBILE PHONES, RISK ASSESSMENTS, FIRST AID KIT.		
24	AFTER THE TRIP – Please give the approval form, risk assessment, offsite register, letter to parents, up to 3 permission slips, and example copies of student planning, work completed on the trip, and/or follow-up work in class, to Helena Phillips. NB: Please DO NOT only provide photographs, as this is not sufficient for the LOtC Award. Remaining consent forms can be shredded 1 month after the trip.		

Appendix A: APPROVAL FOR LEARNING OUT OF THE CLASSROOM TRIP (LOtC)

ACTIVITY			
SUBJECT			
START TIME and DATE		END TIME and DATE	
LOCATION		LOCATION	
COORDINATOR			
LEARNING OBJECTIVE			
Staff Attending: Roles and Responsibilities	Group Leader		
	First Aider		
	Support Staff		
Pupils Attending	Consent Form Check	Pupils Attending	Consent Form Check

Staff to Pupil Ratio	Recommended: Primary 1:3; KS3 1:4; KS4 & KS5 1:5		
Medical requirements of group identified from Parental Authorisation Form	<i>Names of student</i>		
Funding Arrangements			
Contact Information whilst out of school for the group (group leaders)	<i>Mobile Numbers</i>		
Emergency Contact to Parents within school and on the trip (IN SCHOOL TIME)	<i>Mobile Numbers</i>		
Emergency Contact to Parents within school and on the trip (OUT OF SCHOOL TIME)	<i>Mobile Numbers</i>		
Travel Company Details if appropriate (Name, address, telephone numbers)			
School Insurance Information	<p style="text-align: center;">AIG Europe Limited</p> <p>Independent Schools Personal Accident & Travel Insurance Group Policy. Policy number: 0010015161. Group policyholder: Cavendish Education Ltd.</p> <p>In the event of a medical emergency call: +44 01273552922 (24 hour). Accident & Health Claims: +44 (0) 3456029429.</p>		
Accommodation information for overnight stays (name of contact, address and telephone numbers)			

Approval by the Head of School (Mrs Kennedy) or Head of College (Mr Furnell) to allow the trip to go forward, acknowledging that the teacher has planned the trip, funding has been agreed, and that the trip has clear learning objectives which promote curriculum learning and/or personal and social development.

Sign	Print Name	Date

Group Leader Statement

I confirm that I have completed all the necessary documents in order to ensure that this trip, activity complies with the Out of School Policy.

Sign	Print Name	Date

LOtC Coordinator Approval (School: Mrs Pike, College: Miss Phillips) to allow the trip to go forward, acknowledging that the teacher has given their full information on the trip to be held at reception/school office.

Sign	Print Name	Date

Countersignature (if required):

Headteacher Commendations recognising progress towards PSD or academic targets (student initials):

Any causes of concern (student initials):

Appendix B: Trip Register

Signing out Sheet for Offsite Activities

1. Any offsite trip / visit / Activity should have an offsite register completed and handed into the school office.

- Each class will have a register sheet with the name of each pupil in the class / Key stage.

There will be space for the following to be inserted:-

- The staff members who are going offsite.
 - The date.
 - Where the activity will take place.
 - The time of departure and upon return the time of arrival back at school.
2. The sheet to be handed in to the school office prior to departure to be stored in an 'Off Site' Register (folder)
 3. When an activity is to take place, any pupils that are either absent or not attending the activity should be crossed off the list and any extra pupils should be added.

Appendix C PARENTAL/CARER AUTHORISATION FORM

Student name: _____

Address: _____

Emergency Contact: _____

Telephone No.: _____ Mobile No.: _____

Other Emergency Contacts: _____

I consent to my child taking part in any journey/visit/residential organised by the qualified Trinity School and College teaching staff. Please note that Trinity School and College will notify you of all organised events by letter. Trinity students are often involved with life and social skills practical activities within Rochester on a daily basis.

I AGREE

- To pay for any damages which may be occasioned solely through the misconduct or carelessness of my child to the person or property of any other party or parties;
- I will not hold the staff or adult helpers responsible for the loss of personal effects incurred by my child during the visit where reasonable steps to safeguard such effects have been taken I will indemnify them in respect of any expenses or losses reasonably incurred whilst on any out of school opportunity
- I consent to my child being in a motor vehicle driven by members of staff at Trinity School and College or another adult member of the party;
- I consent to any emergency medical treatment required by my child during the course of the visit/journey/residential.

NOTES

Trinity through its employees and agents will at all times take reasonable care of your child. There is in force a policy of insurance in respect of these trips/visits/residentials referring to the same.

MEDICAL INFORMATION

Either*

My child does not suffer from any medical condition requiring regular treatment

Or

My child suffers from

_____ requiring regular treatment (asthma, diabetes etc).

IF YOU WRITE ANYTHING HERE YOU MUST ENCLOSE A LETTER GIVING DETAILS OF THE MEDICAL CONDITION AND ITS TREATMENT.

OTHER MEDICAL TREATMENT

Please put in writing any other medical information, which may be vital in an emergency (e.g. allergic to penicillin, has pinned joints etc). If your son/daughter suffers from travel sickness the details and medication taken should be given in an accompanying letter.

SIGNATURE OF PARENT / CARER

_____ Dated: _____

Appendix D: Standard Letter for Trips

TRIP TITLE

We have organised a trip for your child with class/group. Give information on the purpose of the trip.

Pupils will need (information about clothing).

Travel arrangements for the child.

It is unadvisable for your child to bring valuable items on the school trip, if they do, we are unable to take full responsibility for the care and safekeeping of these items. Pocket money is at the discretion of parents (or you stipulate the amount of money needed for the learning activity on the trip).

If your child's behaviour is causing disruption or danger to the pupil or the group, parents will be contacted to bring the pupil home. This will mean that you need to be able to collect your child from or arrange transport home.

ONLY FOR OVERSEAS OR OVERNIGHT STAYS : PARENTAL INFORMATION MEETING

Give the date and time of the Parental Information Meeting.

Please can you advise of any concerns you have with the trip as soon as possible, and acknowledge receipt of this information letter below.

I acknowledge receipt of the letter dated regarding the trip to

.....

Signed: Student Name:

Dated:

A copy of this letter must accompany appendix A and be filed in the school general correspondence folder.

TRINITY SCHOOL AND COLLEGE

Information, Medical and Consent Form for Residential Educational Visits

Student's Full Name:

Date of Birth: Age: Male / Female

Next of Kin's Name and Initials:

Address:
..... Post code:

Email address (to enable pupil contact prior to departure).....

Contact Telephone No. Home: Work: Mobile:

Emergency Contact Person (If Parents/Guardian Away):

Address:
..... Postcode:

Contact Telephone No. Home: Work: Mobile:

Name and Address of Participant's Doctor:
..... Tel. No.

Student's NHS No: Passport No./Date of Renewal

Consent for the Visit / Venture

The visit or venture to Date of visit

I confirm that I have responsibility for

1. He/she is in good health and I consider him/her to be capable of taking part in the activities set out in your letter. I consent to him/her taking part in the programme detailed in your letter.
2. I consent to my son/daughter having "free-time" to go shopping or to look around etc **without the direct supervision of staff**, during planned visits and excursions whilst on the visit. I acknowledge that on such occasions, pupils will be instructed to stay in groups, what to do in an emergency, when and where to meet back with the rest of the party.
3. In the event of illness or accident, I consent to any necessary medical treatment, which might include the use of anaesthetics.

Signed: (Person with parental responsibility)

Please Print Full Name Here:

.....

Medical Form

Has your son/daughter had any of the following?

Asthma or Bronchitis	YES	NO	Heart Condition	YES	NO
Fits, Fainting or Blackouts	YES	NO	Severe Headaches	YES	NO
Diabetes	YES	NO	Allergies to any known medicine	YES	NO
Other illness or disability	YES	NO	Travel Sickness	YES	NO
Regular Medication	YES	NO	Any other allergies, e.g. material, food, plaster	YES	NO

If the answer to any of these questions is YES, please complete the attached medical form:

If it is considered necessary, do you agree to mild painkillers? (e.g. Paracetamol etc) YES NO

Has the participant received vaccination against Tetanus in the last ten years? YES NO

Is the participant receiving medical or surgical treatment of any kind from your family doctor or hospital? YES NO

Has the participant been given specific medical advice to follow in emergencies? YES NO

If the answer to either of the last two questions is YES, please give details (including dosage of any medicines/tablets).

In the unlikely event of any illness or medical treatment occurring after the return of this form and prior to the activity, I undertake to inform the group leader.

Signed: Person with parental responsibility

Please print name here:

Consent for taking Images (photographs)

During our visit we are likely to take pictures and videos. We would like to use these in presentations, displays or in our own booklets, newsletters or publicity.

In the event of any images of my child being taken, I consent to them being used for educational purposes.

YES
NO

I consent to the images being used on the school website/Trinity News/Friends of Trinity Facebook group.

YES
NO

Signed: Person with parental responsibility

Date:

RISK RATING FORM

RISK RATING – Risks need to be prioritised to ensure the most serious risks are dealt with first. There are many methods of risk rating and the following is an example that can be used. Risk rating usually uses a formula to help prioritisation. The formula given below is based on an assessment of the consequences and likelihood of the hazard resulting in harm.

USING THE RISK RATING FORMULA - Assign a rating from box 1 (extremely harmful to slightly harmful) to denote the probable severity of harm or consequences of the hazard. Assign a rating from box 2 (highly likely to unlikely) to denote the likelihood of the event occurring. Look up the combination in the risk-rating chart (table 1) and link it to the action phrase.

BOX 1 – RATE SEVERITY/CONSEQUENCE
Extremely Harmful = death, major injury, major damage or loss to property or equipment
Harmful = over 3 day injury, damage to property or equipment
Slightly harmful = minor injury, minor damage to property or equipment

BOX 2 – RATE LIKELIHOOD
Highly likely = extremely or highly likely to occur
Likely = frequent, often or likely to occur
Unlikely = slight chance of occurring

TABLE 1 – RISK RATING CHART	Extremely Harmful (A)	Harmful (B)	Slightly Harmful (C)
Highly Likely (1)	Unacceptable (U)	High (H)	Medium (M)
Likely (2)	High (H)	Medium (M)	Low (L)
Unlikely (3)	Medium (M)	Low (L)	Trivial (T)

ACTION PHRASES:	
A1	U - Unacceptable - must receive immediate attention – activity should be halted until adequate controls implemented.
A2/B1	H - High – high priority - urgent attention required to reduce severity and/or likelihood
A3/B2/C1	M - Medium – medium priority, must receive attention to reduce severity or likelihood
B3/C2	L - Low – lower priority, but must receive attention to verify if risk can be reduced
C3	T – Trivial - lowest priority

Appendix F EMERGENCY PROCEDURES

- Emergency procedures must be established by the Group Leader and must be communicated to and understood by all members of the party. Always keep Trinity up to date with emergency procedures so that they can ensure that good communication is established with stakeholders.
- The Group Leader should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix G.
- In the event of a young person being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the accident/ injury is serious the Executive Lead Pastoral, Welfare and Safeguarding should be contacted.
- A 'lost' procedure should be known in advance by every member of the group including:
 - Action to be taken if separated from the group or lost
 - Advice on where assistance may be sought
 - Notifiable personnel and contact details
 - Notification of safe return
- If any leader has cause to believe that a young person has been abducted or has absconded the Police must be notified.

Appendix G FIRST-AID KITS

First-Aid kits should contain sufficient quantities of suitable First-Aid material appropriate to the visit environment. For most First-Aid kits, sufficient quantities could be considered as:

- A general guide card on First-Aid
- 20 individually wrapped sterile adhesive dressings (assorted sizes) appropriate for the environment
- 2 sterile eye pads, with attachments
- 6 individually wrapped triangular bandages
- 6 safety pins
- 6 medium sized individually wrapped sterile, unmedicated wound dressings (approximately 10cm x 8cm)
- 2 large sterile individually wrapped, unmedicated wound dressings (approximately 13cm x 9cm)
- 3 extra large sterile individually wrapped, unmedicated wound dressings (approximately 28cm x 17.5cm)
- Sterile water or sterile normal solution in sealed disposable containers for use in situations where mains tap water is not available. (Each container should hold 300ml and at least 3 containers should be provided. Once opened, the containers must not be reused).

Appendix H : Student Specific Risk Assessment

Name
Class
Date of Assessment

Hazard/Behaviour	Opinion Known		Deliberate Accidental Involuntary			Seriousness Of Outcome A				Probability Of Hazard B				Severity Risk Score		
	O	K	D	A	I	1	2	3	4	1	2	3	4	A	X	B
Harm to Self																
Harm to Peers																
Harm to Staff																
Damage to property																
Harm from Disruption																
Criminal Offence																
Harm from Absconding																
Other Harm																
Other Harm																

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Risk Management Plan

Name	Class	Date	Review Date

Potential Situations	Strategies to maintain safeguarding
First signs that things are not going well	
Where this behaviour leads next	
What we are trying to avoid	

Tutor

Headteacher

Appendix H – LOtC Additional Planning Guidance

LOtC activities should meet the **SPICE** criteria:

Specific learning objectives, aims and success criteria.

Planned in a way that involves the learners. LOtC activities should also be part of teaching staff's subject planning.

Integrated into normal teaching and learning. LOtC activities should be frequent, enhance and feed into classroom learning; rather than stand-alone activities. Cross-curriculum links should be made where possible.

Challenging. The level of challenge should gradually increase, in accordance with the learners' ability. (I.e. LOtC activities should become increasingly difficult throughout the academic year)

Evaluated by the learners in class, to ensure that the learning is consolidated and developed.

Another helpful abbreviation is PDR (Plan, Do, Review).

LOtC activities must always be fully **inclusive** and accessible for all the learners involved.

In addition, LOtC activities should also be **varied**, making use of different locations and types of activity.

Please note: Trinity has a **blanket risk assessment for low-risk offsite activities** in the surrounding area, including Rochester High Street. **Learners can therefore be taken into the surrounding area with relative ease. If you will be visiting Rochester frequently with your class, it is good practice to send a ParentMail letter to the parents/carers of the students in your class with a permission slip.**

Examples of LOtC Activities:

- General - Walking into Rochester High Street – visiting the Huguenot Museum, transacting in shops, conducting surveys, etc.
- Art – Nucleus Arts Gallery in Chatham; National Gallery and National Portrait Gallery in London; trips to other locations to inspire artwork e.g. woodland or nature parks to inspire nature-themed work; participation in art workshops.
- History – Museum visit; visit to a Castle or historic house; trips abroad (Germany, France, Belgium)
- English – theatre trips
- Science – visit to the London Science Museum
- Catering – hosting events in a café/restaurant; work experience with an external organisation; visiting and interviewing catering staff.

- Business Studies – visits to a shopping centre to identify different types of advertisements; visit and interview with a local business owner.
- Maths – budgeting, visiting a shop, transacting with money.
- Drama – theatre trips; drama workshops.
- Music – taking part in a workshop; watching a performance.

PLEASE NOTE:

- **LOtC activities include both on-site and off-site activities.**
- **Please provide Helena Phillips with evidence of curriculum-related LOtC activities.**
- **P.E. and extra-curricular activities do not fall within the remit of the LOtC Award.**
- **If the LOtC activity compliments the curriculum, please specify which subject in the learning objectives box of the approval form.**

Lesson Plans:

The **general lesson plan template is available in the Staff Only desktop area**, and LOtC can be highlighted on this.

For lessons involving LOtC please ensure that the lesson has clear learning objectives and success criteria, and that where possible students are involved in planning and reflection or follow-up work.