

## **Educational Visits and Terrorist Incidents**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>April 2019</b>	<b>April 2021</b>	<b>Sean Flood &amp; Kathy Glass Attendance Officer</b>	<b>Paul Mokwenye (Vice-chair)</b>

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Employers Liability (Compulsory Insurance) Act 1969
- Health and Safety at Work Act 1974
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- Adventure Activities Licensing Regulations 1996
- Education Act 1996
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- Children Act 2004
- Equality Act 2010

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that we should not be deterred by the current national (or global) threat of terrorist attacks as we believe that educational visits should carry on as they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008)

It is our policy to continue as normal by ensuring that we are vigilant and have in place pre-visit risk assessments and school personnel trained in safeguarding procedures in order to ensure pupils' safety and to cover all eventualities such as high-profile terrorist threats when visiting such places as London. School personnel are also trained in dealing with pupils' concerns about heightened security procedures such as armed police/soldiers on the streets

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions on

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and off-site, equipment and systems of work for all our pupils, school personnel and visitors to the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To ensure that we continue to organise education visits despite the threat from terrorist attacks.
- To have safe procedures in the event of a terrorist attack during an educational visit.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be the Coordinator for Educational Visits;
- the right to be consulted and to give permission for all school trips;
- responsibility to ensure:
  - ☐ the school complies with all health and safety regulations and procedures;

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- ☐ all risk assessments are in place;
  - ☐ emergency plans are in place;
  - ☐ insurance cover is in place;
  - ☐ adequate supervision is in place;
  - ☐ the needs of all pupils are catered for
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- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
  - responsibility for ensuring that the school complies with all equalities legislation;
  - nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
  - responsibility for ensuring funding is in place to support this policy;
  - responsibility for ensuring this policy and all policies are maintained and updated regularly;
  - responsibility for ensuring policies are made available to parents;
  - the responsibility of involving the School Council in:
    - ☐ determining this policy with the Governing Body;
    - ☐ discussing improvements to this policy during the school year;
    - ☐ organising surveys to gauge the thoughts of all pupils;
    - ☐ reviewing the effectiveness of this policy with the Governing Body
  - nominated a link governor to:
    - ☐ visit the school regularly;
    - ☐ work closely with the Headteacher and the coordinator;
    - ☐ ensure this policy and other linked policies are up to date;
    - ☐ ensure that everyone connected with the school is aware of this policy;
    - ☐ attend training related to this policy;
    - ☐ report to the Governing Body every term;
    - ☐ annually report to the Governing Body on the success and development of this policy.
  - responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher and the Coordinator for Educational Visits**

When planning any educational visit the Headteacher and the Coordinator for Educational Visits will consider the following in a risk assessment:

- the current national risk level of a terrorist attack
- the destination
- the venue
- transport hubs at the venue
- a thorough knowledge of the venue's emergency procedures
- in the case of a terrorist incident:
  - ☐ A list of possible safe areas or venues which could be used as emergency protection.

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- ☐ Direct emergency transport routes away from the incident.
- ☐ Alternative emergency transport routes away from the incident.
- ☐ A list of possible venues that could be used as an enforced overnight stay.
- ☐ Emergency provisions such as water and snacks in place in the event of delays.
- school personnel trained in the following emergency procedures:
  - ☐ The principles of staying safe:
    - Run
      - Escape if you can
      - Consider the safest options
      - Is there a safe route? Run if not Hide
      - Can you get there without exposing yourself to greater danger?
      - Insist others leave with you
      - Leave belongings behind
    - Hide
      - If you cannot RUN, HIDE
      - Find cover from gunfire
      - If you can see the attacker, they may be able to see you
      - Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
      - Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
      - Be aware of your exits
      - Try not to get trapped
      - Be quiet, silence your phone and turn off vibrate
      - Lock / barricade yourself in
      - Move away from the door
    - Tell
      - Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker
      - Location - Where are the suspects?
      - Direction - Where did you last see the suspects?
      - Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
      - Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
      - Stop other people entering the building if it is safe to do so

(Recognising the terrorist threat (Gov.Uk))

- ☐ How to be vigilant at all times.
- ☐ A thorough knowledge of the venue especially a thorough awareness of the escape exits.

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- ☐ Planning assembly points after the emergency evacuation of a venue.
- ☐ Trying to avoid crowds and queuing at venues.
- ☐ Staying in touch - lines of communication within the group and with school.
- ☐ First aid and emergency medication.

The Headteacher must:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure good practice is shared throughout the school;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
  - ☐ monitoring learning and teaching through observing lessons
  - ☐ monitoring planning and assessment
  - ☐ speaking with pupils, school personnel, parents and governors
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- be trained in emergency procedures.

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be trained in emergency procedures.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- be invited to attend a meeting prior to the educational visit which outlines all emergency procedures.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - ☐ All aspects of this policy
  - ☐ Health and Safety
  - ☐ Risk Assessment
  - ☐ Accidents and Emergencies
  - ☐ Medical and First Aid
  - ☐ Equal opportunities
  - ☐ Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

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A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

#### **Linked Policies**

- Accidents and Emergencies
- Charges, Voluntary Contributions and Remissions
- Educational Visits
- Health and Safety
- Medical and First Aid
- Reporting of Injuries, Diseases and Dangerous Occurrences
- Risk Assessment
- School Minibus

#### **See Appendices Documents section on Policies for Schools Website**

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

<b>Headteacher:</b>	Sean Flood	<b>Date:</b>	April 2019
<b>Chair of Governing Body:</b>	Derek Vitali	<b>Date:</b>	April 2019