

Chapter 5 - Deputy, Assistant and Volunteer Leaders (including competence, DBS checks, and first aid)

SUMMARY OF KEY POINTS – see rest of chapter below for full details

- Overall Group Leaders must ensure that all assistant and adult volunteers are suitable and competent to undertake their responsibilities and that they fully understand and accept their roles and responsibilities. A specified Deputy Leader should normally be appointed who is suitable and competent to deputise, and take over full responsibility from the Overall Group Leader, if necessary. Assistant Leaders assist the Overall Group Leader in undertaking leadership responsibilities during an offsite visit. If the main group separates into smaller operating groups, each group should be under the charge of an adult leader with suitable experience and competence.
- **Adult volunteer leaders can play an important role in providing additional support and supervision** during offsite visits and activities. Normally parents and volunteers cannot be expected to take on the same level of responsibility as employed members of staff, but they should be seen as an integral part of the leadership team, with clearly defined roles and responsibilities.
- All Visit Leaders should be assessed by Managers/Headteachers to ensure that they are suitable and competent to properly fulfil their roles and responsibilities. **Managers/headteachers should be able to access an up-to-date record of each leader's relevant qualifications, training and experience** so that they can make informed and objective judgements regarding each leader's competence and suitability to lead visits. The EVOLVE online database is the recommended means of recording this information as it enables all managers to easily check the information online.
- **Managers/headteachers have a responsibility to ensure that all adults involved in the supervision of children during offsite visits and activities are suitable people to work with young people**, and pose no threat to those in their care. This might require checks from the Disclosure and Barring Service (DBS), especially if volunteers are not under the supervision of staff members.
- **A specific risk assessment needs to be made for each visit to decide the appropriate number of first aiders, and the levels of training/qualification required.** It is recommended that all offsite visits should include at least one adult leader with an appropriate level of first aid training and an up-to-date qualification. In most circumstances, 6-8 hours of emergency first aid training is the minimum training recommended for leaders during offsite visits. The Statutory Framework for the Early Years Foundation Stage requires that there is at least one person on outings who has a current paediatric first aid certificate.
- For visits where other external first aid provision is available and qualified first aid assistance is available to respond immediately – no first aid training may be necessarily required for accompanying group leaders but adequate external cover must be available. **Consideration should also be given to whether adequate first aid provision is available during the journeys. Appropriate first aid equipment should be readily accessible at all times** and leaders are advised to check first aid kits before each visit to familiarise themselves with the contents and ensure that nothing is missing.
- **All visit leaders must bring to the Overall Group Leader's attention to any risk they feel is not acceptable.**
- **For further information, see also the following Outdoor Education Adviser Panel national guidance via the following webpage:**
<https://oeapng.info>

5. Deputy, Assistant and Volunteer Leaders (including competence, DBS checks and first aid)

5.1 The role of deputy, assistant, and volunteer leaders

- All employed staff who lead offsite visits or activities on behalf of a school/establishment act as employees of the Local Authority (or the Governing Body), whether the visit or activity takes place within or outside normal hours.
- Teaching assistants, non-teaching staff, governors, parents and volunteers can play an important role in providing additional supervision.
- Overall Group Leaders must ensure that the other leaders are competent to undertake their responsibilities and that they understand their role and responsibilities.
- Normally parents and volunteers cannot be expected to take on the same level of responsibility as employed members of staff. However, Volunteer Leaders should still be seen as an integral part of the leadership team, with clearly defined roles and responsibilities.
- In exceptional circumstances, an adult other than an employee may be the Overall Group Leader, or take another lead role, but only if deemed suitably competent by the Headteacher/Senior Manager, and the decision is supported by an appropriate risk assessment (see details below).

5.2 Deputy Leader's - role and responsibilities

- A specified Deputy Leader should normally be appointed who is suitable and competent to deputise, and take full responsibility for the Overall Group Leader, if necessary.
- The importance of a Deputy Leader has been highlighted by accidents that may have been partly attributed to a breakdown in communications, when the Overall Group Leader was no longer able to be present, or take charge of the visit, for some reason (e.g. having to return home due to personal illness).
- The Deputy Leader is normally – but not necessarily - an employee, and they should have the appropriate qualifications, training, and experience to take on a leadership role. The Deputy Leader should be familiar with the employer's policies and procedures and fully briefed so that they can handle all aspects of the organisation and planning of a visit if required.

5.3 Assistant Leaders - role and responsibilities

- An Assistant Leader assists the Overall Group Leader in undertaking leadership responsibilities during an educational/offsite visit. Overall Group Leaders must ensure that all assistant and adult volunteers are suitable and competent to undertake their responsibilities and that they fully understand and accept their roles and responsibilities.
- Assistant Leaders should be chosen carefully, and must be assessed and approved as suitable and competent to fulfil their roles and responsibilities by the Manager/Headteacher, EVC (if applicable), and Overall Group Leader.
- Assistant Leaders have a professional duty of care, and carry a key responsibility for supervising the group and assisting the Overall Group Leader in their duties.
- Assistant Leaders should:
 - be specifically competent and knowledgeable about establishment and employer policies/procedures, in so far as they affect the responsibilities they have been assigned.
 - ensure that they have been sufficiently involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management.
 - ensure that they understand the role and responsibilities that they have been assigned and how these integrate with other staff and especially that of the activity/visit leader.
 - ensure that they are clear about any arrangements to hand-over and hand back responsibility for supervision between members of staff and to /from any third-party provider.
 - ensure that all the leaders have been appropriately briefed on:
 - the young people making up the group, including age, health
 - characteristics, capabilities, special educational needs, behaviour and
 - any other information that seems relevant in the context of the
 - planned activities.
 - the nature and location of the activity.

5. Deputy, Assistant and Volunteer Leaders (including competence, DBS checks and first aid)

- contribute to the ongoing monitoring of all aspects of the activity/visit, including the quality of any activities provided by a third-party provider.
- contribute to the evaluation of the activity/visit after the event.

5.4 Volunteer Leaders - roles and responsibilities

- Adult volunteer leaders might be parents, governors, other members of the community, or nominated young people, and they can play an important role in providing additional support and supervision during offsite visits and activities.
- Although volunteers are not employees, they must work to the requirements of the employer within the establishment where they volunteer their services.
- Normally parents and volunteers cannot be expected to take on the same level of responsibility as employed members of staff, but they should be seen as an integral part of the leadership team, with clearly defined roles and responsibilities.
- Their duty of care will require them to do everything they reasonably and practicably can to ensure the safety and welfare of the pupils (see Appendix VGA 5.1 at the end of this chapter for a sample code of conduct form for volunteer leaders).
- Care should be taken simply to avoid using volunteers to “make up adult numbers”. A school/establishment might be considered negligent if it does not send sufficient employees with appropriate competence, and who do not have suitable knowledge of and authority over the young people in their care.
- Adult volunteer helpers should:
 - make sure they understand the role, responsibilities and limitations that they have been assigned and how these fit with other staff.
 - be competent and confident for the role and responsibilities that they have been assigned.
 - know about establishment and employer policies and procedures, insofar as they affect the responsibilities they have been assigned, and work within these.
 - ensure that they have been briefed about the nature and location of the visit and about the participants (including age, health information, capabilities, special needs, safeguarding and behavioural issues).
 - report any concerns they have during the visit to the Overall Group Leader/Assistant Leaders as soon as possible.
 - be prepared to contribute to the evaluation of all aspects of the visit, both during and after the event.
- If an adult volunteer is a parent of a young person taking part in the visit, they should be aware of the potential for parental instincts to compromise the Visit Leader's plans for group management, particularly if there is a serious incident – as a parent may be distracted by the needs of their own son or daughter, rather than looking to the needs of the whole group. This means that in most situations, unless it is an agreed part of the plan, the Visit Organiser should avoid assigning to parents a leadership role that gives them direct responsibility for their own child.

5.5 Guidance for all Assistant/Volunteer Leaders

- If the main group separates into smaller operating groups, each group should be under the charge of an adult leader with suitable experience and competence.
- In specific circumstances, as part of the risk assessment, the Manager/Headteacher may agree that an adult volunteer, working under the direction of an employee, has the competence to fulfil this role. Volunteers should not normally be left in sole charge of group members unless previously agreed in the risk assessment, or it is the only reasonable way to deal with an unanticipated emergency situation.
- All adult leaders must bring the Overall Group Leader's attention to any risk they feel is not acceptable, and must report immediately to the Manager/Headteacher if they feel their concerns are justified but are being ignored. In the case of imminent danger, they should intervene or stop the activity immediately.
- Visit Leaders should not take their own children without the specific agreement of the Manager/Headteacher. For this to be acceptable, the children should normally be of the same age, aptitude, gender, and experience as the rest of the group, and their presence should not

5. Deputy, Assistant and Volunteer Leaders (including competence, DBS checks and first aid)

compromise the safety and welfare of the group in any way. Leaders should consider carefully the implications of family members being present, and the possible complications that might arise.

- All group leaders should have a knowledge and understanding of:
 - the educational objectives of the visit
 - expected standards of group conduct and behaviour, and disciplinary measures
 - the environments associated with the visit
 - significant potential hazards
 - agreed risk management measures
 - agreed group management procedures
 - recommended emergency procedures, including the methods of summoning assistance, if necessary.

5.6 Assessment of leader competence

- All Visit Leaders should be assessed by Managers/Headteachers to ensure that they are suitable and competent to properly fulfil their roles and responsibilities.
- This can often be achieved through personal knowledge and experience of a leader's qualities, but managers/headteachers should be able to access an up-to-date record of each leader's relevant qualifications, training and experience so that they can make informed and objective judgements regarding each leader's competence and suitability to lead visits. The EVOLVE online database is the recommended means of recording this information as it enables all managers to easily check the information online.
- Managers should therefore ask staff who organise and lead visits to record and make available to them the following information – preferably in their own personal records section on EVOLVE Online so that the information is accessible online to all managers:
 - Leadership experience: staff should record the approximate number of visits that they have been involved in as either Overall Group Leader or Deputy/Assistant Leader. This provides a useful record of group leadership experience.
 - Qualifications and training: details of relevant qualifications and training courses attended (e.g. First Aid, Minibus Driving, Risk Management, Ski Course Organiser) should be recorded, and those responsible for approving visits or staff training should periodically check that qualifications are still current and valid.
 - Registered Adventure Activity Providers: the LA records whether leaders who have specialist outdoor qualifications have been approved by the Local Authority to instruct the activities in which they are qualified. The Manager/Headteacher and EVC (if applicable) should ensure that staff only instruct those activities for which they are appropriately qualified (further advice can be obtained from the County Educational Visits Officer).

5.7 Disclosure & Barring Service (DBS) checks and disclosures

- Managers/headteachers have a responsibility to ensure that all adults involved in the supervision of children during offsite visits and activities are suitable people to work with young people, and pose no threat to those in their care.
- Managers/headteachers are responsible for checking the identity of all staff and volunteers and recording this information on their single central record.
- Managers/headteachers should ensure that there is a policy and procedure in place for carrying out criminal record checks on potential staff (paid or volunteer) who meet the eligibility criteria for such a check and where staff are not eligible for such checks that a suitable safe working practice is put in place.
- Where eligibility criteria are met, DBS request forms should be issued to staff/volunteers. The forms are returned to the Council's Recruitment Services, and the Manager/Headteacher is informed of all relevant information and the date of check and disclosure number must be recorded on the single central record.
- All ERYC schools are required to hold a single central record which must include records of identity checks, qualification checks, right to work in the UK confirmation and DBS check details (where applicable) for all employees, volunteers, governors and supply staff.

Visits Guidance (VG)

5. Deputy, Assistant and Volunteer Leaders (including competence, DBS checks and first aid)

- Any child protection disclosures, allegations, or concerns should be taken very seriously and dealt with promptly in accordance with their employer's Child Protection and Safeguarding policies. ERYC Local Authority guidance is provided in VGA 5.3 "Responding to Child Protection concerns during Offsite Visits".
- Managers/Headteachers should be aware that DBS disclosures are only a "snapshot" at the date of issue, and at present there are no automatic updates of later convictions or offences. It must be clearly understood that a DBS check is not, on its own, a guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

5.8 DBS checks for volunteers

- The Disclosure & Barring Service (DBS) is the body created on 1 December 2012 to combine the Criminal Records Bureau and Independent Safeguarding Authority into one organisation offering criminal record checks and maintaining the lists of those barred from working with children and/or vulnerable adults.
- The table below shows the two types of enhanced disclosure, issuing body, eligibility criteria and the information they include:

Disclosure Type	Issuing Body	Criminal Record Information Included	Eligibility Criteria
Enhanced with Barred List checks	Disclosure & Barring Service	<ul style="list-style-type: none"> • Police National Computer - all • Local police information • Barred Lists 	Regulated Activity only (2012 definition) Minimum age 16
Enhanced without Barred List checks	Disclosure & Barring Service	<ul style="list-style-type: none"> • Police National Computer - all • Local police information 	Posts classed as Regulated Activity under 2009 definition* but excluded from 2012 definition Minimum age 16

- An enhanced DBS disclosure is only available for positions (paid and unpaid) where regulated activity will be carried out.
- The definition of regulated activity (as defined in the Protection of Freedoms Act 2012) is given below:

Regulated activity relating to children

Unsupervised Activities:

- Care or supervision
- Teaching, Training, Instructing
- Providing advice or guidance on physical, emotional or educational well-being
- Driving a vehicle being used specifically to transport children

The activities above are only regulated activity if carried out frequently (once a week or more often), intensively (4 or more days in a month) or overnight (2-6am). Those below are not subject to this criterion.

- Personal care – washing, dressing, toileting etc
- Health care given by or supervised by a Health Professional
- Registered childminding
- Foster care
- Day to day management/supervision of any person engaging in regulated activity or activity that would be regulated if unsupervised.

Work in a specified place with the opportunity for contact with children:

Supervised volunteers in the following locations are specifically excluded and are not regulated activity. Work in specified places must also meet the frequent/intensive/overnight criterion to

Visits Guidance (VG)

5. Deputy, Assistant and Volunteer Leaders (including competence, DBS checks and first aid)

be regulated activity. NB – contact with children must be on the same site to meet the criterion, so someone who visits different schools frequently but not the same one is not carrying out regulated activity.

- School / Academy
- Pupil Referral Unit
- Nursery School
- Children's detention centre
- Children's centre
- Children's home
- Childcare premises

- There is additional eligibility under the 2009 definition of regulated activity for certain office holders such as school governors.
- ERYC policy requires that where an employee or volunteer will be carrying out regulated activity an enhanced DBS disclosure must be obtained prior to commencement.
- All school governors will be subject to an Enhanced level Disclosure without Barred List checks prior to commencing their role.
- All regular school volunteers will be subject to an Enhanced level Disclosure without Barred List checks if they are supervised and with Barred List checks if they are unsupervised. The eligibility situation for all regular council volunteers and school governors is summarised below:

Post Title	Supervised / Unsupervised	Type of Check (Eligibility)
School Governor	Not relevant	Enhanced with no barred list checks (Eligible under 2009 definition of Regulated Activity – office holder)
Volunteer in school (or at any children's site)	Supervised	Enhanced with no barred list checks (Eligible under 2009 definition of Regulated Activity – specified location)
Volunteer in school (or at any children's site)	Unsupervised	Enhanced with Barred Lists (Eligible under 2012 definition of Regulated Activity – work at children site)

- Work experience placements in schools which meet the frequency criteria for regulated activity, where the individual is aged 16 or over and is not undertaking a one or two week supervised placement as part of the school work experience programme, will be subject to an Enhanced level Disclosure with or without Barred List check depending on whether supervision is in place.
- If an adult is being placed within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming), managers/headteachers should always carry out a common sense risk-benefit assessment. For example, a DBS-checked staff member or regular volunteer should be used to provide supervision of young people in sensitive areas such as swimming pool changing rooms.
- Sixth Formers (aged 17+ years) who help with a club or activity based at an educational establishment where they are not on role require a DBS check.
- Young people engaged in extended (defined as "over 15 days") work-related learning in an educational establishment where they are not on role require a DBS check. This should be initiated by the establishment hosting the placement.
- Placements of trainee teachers in schools to undertake teaching practice as part of their Initial Teacher Training will be covered by the Disclosure obtained by their training provider as per DfE guidance 'Safeguarding Children and Safer Recruitment in Education' (January 2007).

Visits Guidance (VG)

5. Deputy, Assistant and Volunteer Leaders (including competence, DBS checks and first aid)

- In situations such as an adult education class or sports team where the participants include both children and adults, there is only a requirement that the course tutor or team coach/trainer/manager is DBS checked as they are the only person carrying out the supervisory and teaching role. This is still the case in terms of Council responsibility for the course/sports activity, even in the situation where a child has their own carer present during the class or sports practice.
- Parents/guardians who only occasionally (less than once a month or 4 times per month) volunteer to transport children in their private cars for educational visits (for example, school sports fixtures) will not be eligible for a DBS check. However, those schools that regularly ask parents/guardians to drive pupils on visits are advised to establish a pool of staff or parents who volunteer regularly in school and have been DBS checked and who have been approved as suitable drivers (see VGA 12.1 Driver Validation form), or consider what other safe working practice could be put in place. Parents should be accurately informed of the safeguarding measures in place so they can make an informed decision on giving permission for their child to travel.
- Where the school organises transport e.g. allocating children to private cars, the school is responsible for ensuring the safety of the arrangements. An alternative in some circumstances e.g. transport to sports matches, may be to ask parents to arrange between themselves to transport the children to the venue to arrive at a given time in which situation each parent is responsible for the safety of their own child en route.
- The Council will **not** require a DBS disclosure for and will not be legally entitled to request one for:
 - ❖ Volunteers or parents accompanying staff and children on one-off outings or trips which are supervised by school staff and do not involve an overnight stay, or who help at a specific event e.g. sports day, school fete, open day. For example, a parent helper on a one-off school visit to a museum, where the visit is organised in such a way that they will always be working under the direct supervision of Teachers or Teaching Assistants - and never placed in a situation where grooming is reasonably foreseeable.
 - ❖ Volunteers or visitors who will only come into supervised contact with children or vulnerable adults on an ad hoc or irregular basis for short periods of time e.g. those giving talks or demonstrations or having meetings with members of staff on school or similar premises.
 - ❖ Secondary school pupils aged 16-19, undertaking voluntary work or work experience in other schools for one period of 2 weeks' duration or less.
 - ❖ Teachers and leaders of overseas groups visiting the UK as long as they work only with their own group.
- If a manager is uncertain whether a post is eligible for or requires a criminal record check, they should consult the Disclosure Service within Human Resources (01482 391219).
- Where there is no eligibility for a DBS check, but there is contact with vulnerable groups or access to confidential information about vulnerable groups, a suitable safe working practice should be implemented to control any identified risks.

5.12 Safeguarding children and young people during offsite visits

- Practical guidance on 'Safeguarding children and young people during offsite visits' is provided by the Local Authority in appendix VGA 5.2. Further LA guidance regarding how to respond to child protection concerns and disclosures during educational/offsite visits can be found in appendix VGA 5.3.
- An information sheet is also available for adult volunteer leaders in Appendix VGA 5.1 entitled "Volunteer information and Code of Safe Conduct". This informs volunteers of expected standards of staff behaviour and conduct during a visit, and it may help to reduce the risk of children being harmed and the possibility of false allegations of abuse, neglect or misconduct being made against them. This form is not mandatory, but Visit Organisers may find that it is a useful means of communicating expectations regarding the behaviour and conduct of volunteer helpers, and that it gives confidence and reassurance to all concerned.

5. Deputy, Assistant and Volunteer Leaders (including competence, DBS checks and first aid)

- If volunteers refuse to sign agreement to the code, the Manager/Headteacher should discuss their reasons for not being willing to do so with them, and make an assessment on the circumstances as to whether this person should be used as a volunteer.
- Visit Leaders should be aware of who their designated Safeguarding Officer is, and how to contact them in an emergency during a school visit.

5.14 First Aid provision

- Managers/Headteachers/Visit Organisers have a legal duty to make sure that there is adequate first aid provision for those in their care at all times, including during offsite visits. This involves ensuring access to a competent adult who has an appropriate level of first aid training and to adequate first aid equipment to enable all reasonable emergency action to be taken in response to any accidents, illnesses, and incidents.
- This normally requires at least one of the group leaders to have an appropriate and current first aid qualification (see below for details). If it is planned for the main group to divide into smaller, independently-led groups, it might be necessary for each subgroup to have a separate leader who is first aid trained.
- Appropriate first aid equipment should be readily accessible at all times and leaders are advised to check first aid kits before each visit to familiarise themselves with the contents and ensure that nothing is missing.
- There is no legal duty on non-medical staff to administer medicines or to supervise children taking it – this is purely a voluntary role. Staff who do volunteer to administer medicines should not agree to do so without first receiving the appropriate information and training. Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements to support pupils with medical conditions. In meeting this duty, the governing body, proprietor or management committee must have regard to the statutory guidance ‘Supporting pupils at school with medical conditions December 2015’ available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf
- The Council’s insurance policies will seek to protect any visit leader (whether paid employee or volunteer) in respect of any claims of negligence made against them if they have given reasonable first aid as part of their duty of care for group members.

5.15 First Aid qualifications and training requirements

- It is recommended that all offsite visits should include at least one adult leader with an appropriate level of first aid training and an up-to-date qualification. In most circumstances, 6-8 hours of emergency first aid training is the minimum training recommended for leaders during offsite visits.
- A specific risk assessment needs to be made for each visit to decide the appropriate number of first aiders, and the levels of training/qualification required.
- Managers are advised to seek first aid training courses for their staff that specifically includes consideration of the outdoor and remote environments often experienced during offsite visits, and also includes training in dealing with common child-related illnesses and injuries.
- For all visits involving children from the Early Years/Foundation Stage there is a statutory requirement regarding first aid provision. The Statutory Framework for the Early Years Foundation Stage states that: “There must be at least one person on outings who has a current paediatric first aid certificate. First aid training must be approved by the local authority and consistent with the guidance set out in the ‘Practice Guidance for the Early Years Foundation Stage’. There is no requirement that the named person must be a teacher. The training is required to be a minimum of 12 hours (normally a 2 day course), and the words children, child, or paediatric must appear on the certificate”.
- Key factors to consider regarding the number of first aiders and level of training required for a visit include:
 - where the visit is going to;
 - whether other first aid qualified staff are available nearby;
 - whether there are any known medical needs within the group;

5. Deputy, Assistant and Volunteer Leaders (including competence, DBS checks and first aid)

- whether the group plans to split into smaller units during the visit;
- what type of activities will be involved;
- the likelihood of injury/illness;
- the first aid competence and confidence of the leaders;
- how remote the location is from external medical assistance (doctor/hospital etc.)

The following guidelines are recommended, based upon the level of external medical assistance available and the likely time required to access it:

- for visits where other external first aid provision is available and qualified first aid assistance is available to respond immediately – no first aid training may be necessarily required for accompanying group leaders. However, it is the Overall Group Leader's responsibility to ensure that adequate external cover is always available. Consideration should also be given to whether adequate first aid provision is available during the journeys;
- for visits where other first aid assistance or professional medical care might not be available immediately, and could take up to 15 minutes to arrive – 6 to 8 hours of first aid training is recommended for leaders;
- for visits where other first aid assistance or professional medical care might not be available immediately, and is likely to take more than 15 minutes to arrive (or in more hazardous situations and environments, where the risk of illness or injury might be considered higher than normal) – at least 16 hours of first aid training is recommended for leaders.
- First aid qualifications normally only remain valid for three years, and that the competence and confidence of first aiders often declines sharply after qualification unless further ongoing training and practice takes place.
- It is good practice for schools to organise an on-going training programme to ensure that staff remain competent and their knowledge and skills are kept up to date, so regular refresher courses are recommended.

5.16 Reporting accidents and incidents

- Group Leaders should be fully aware of, and comply with, their employer's accident recording and reporting procedures.
- Accidents and near-miss incidents should be recorded, giving details of the causes of the accident, any treatment given, any witnesses, and any lessons that can be learned for the future. Accidents, incidents, or dangerous occurrences must be recorded and reported in accordance with the Council's accident and incident reporting procedures (refer to guidance provided by the Local Authority's Safety Services), Serious incidents involving hospitalisation or attendance by the emergency services must be reported as soon as possible (always within 24-hours) to the Local Authority Safety Services and the LA Educational Visits Officer.



VOLUNTEER LEADER CODE OF CONDUCT AGREEMENT - FORM V1

Your offer to assist with the leadership of offsite visits is greatly appreciated. The purpose of this code of conduct is to help all adults who are working with young people to understand their roles and responsibilities, and to operate to common standards. This will help to safeguard both the young people and the adults involved. Please read through the following guide, and sign the form below.

I agree to:

- ✓ Adhere to the establishment's Child Protection, Behaviour, Physical Intervention, Photography and Video, Health and Safety and Intimate Care Policies.
- ✓ Behave in a mature, respectful, safe, fair and considered manner.
- ✓ Provide a good example and a 'positive role model' to young people.
- ✓ Treat all young people equally, and never build 'special' relationships or confer favour with individual young people.
- ✓ Observe young people's rights to privacy and confidentiality.
- ✓ Report to the headteacher/senior manager any significant issues of concern, including:
 - Accidents/incidents/dangerous driving during the transport of young people.
 - Situations that may give rise to complaint or misunderstanding.
 - Roles and responsibilities that I feel that I am not sufficiently qualified, trained or skilled to fulfil.
 - Any inappropriate behaviour of other adults.
- ✗ Not behave in a way that could lead a reasonable observer to question my conduct, intentions, or suitability to care for other people's children.
- ✗ Not leave a dependent young person in a position which may compromise their safety or well-being e.g. if parent has not collected them after a visit.
- ✗ Not touch young people in a manner which is gratuitous or could be considered sexual, threatening or intimidating.
- ✗ Not discriminate favourably or unfavourably towards any young person.
- ✗ Not make additional or private arrangements to contact, communicate or meet young people.
- ✗ Not develop 'personal' or sexual relationships with young people.
- ✗ Not push, hit, kick, punch, slap, throw missiles at, smack, a young person or threaten to do so.
- ✗ Not be sarcastic, make remarks or 'jokes' to young people of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- ✗ Not embarrass or humiliate young people.
- ✗ Not swear in front of young people.
- ✗ Not drink alcohol or take drugs during visits
- ✗ Not smoke in front of young people.
- ✗ Not give or receive gifts to/from young people unless agreed with the headteacher/senior manager.
- ✗ Not allow, encourage or condone young people to act in an illegal, improper or unsafe manner e.g. smoking, drinking alcohol.
- ✗ Not behave in an illegal or unsafe manner whilst transporting young people e.g. exceed the speed limit, drive recklessly, be under the influence of drugs or alcohol, drive a vehicle which is unroadworthy, otherwise unsafe or not properly insured, use a mobile phone whilst the vehicle is in transit, fail to use seat belts.
- ✗ Never undertake any work with young people when not in a fit and proper state to do so e.g. under the influence of alcohol, drugs, or medication which induces drowsiness.

I _____ have read and agree to abide by the Code of Conduct above.

Signed: _____ Date: _____

Checked and approved by _____ (Headteacher/Manager) Date _____

ERYC Guidance - Safeguarding Children and Young People during Offsite Visits

1. In terms of Safeguarding, the implications for planning and preparation will vary depending on the nature of the visit, however there are two main areas that leaders need to pay particular attention to throughout the planning, operation and evaluation process.
 - Child Protection procedures and arrangements
 - Safe & Appropriate working practice by staff and volunteers.

Child Protection procedures and arrangements

(This should be read in conjunction with the school/establishment Child Protection Policy)

2. Offsite visits of any duration, present less formal situations where children and young people are away from the immediate school/establishment and home environment. This applies particularly to residential, but also to shorter visits. In these situations the atmosphere can be more informal and provide opportunities for children/young people to make disclosures of a Child Protection nature to staff or peers.
3. By the nature of some of the activities and residential arrangements involved in offsite visits there may also be situations where evidence of abuse is noticeable.
4. It is important therefore that all staff are aware of the basic 'signs and symptoms' of abuse and neglect and understand how to respond to concerns and disclosures made by children/young people. It is recommended that all staff involved in offsite visits (and volunteers who assist with residential visits) have completed the ERSCB / LA online CP training. 'Awareness of Child Abuse & Neglect' as a minimum.
5. All adult leaders should be aware of the procedures for reporting concerns observed or disclosures made to them on to the group leader or designated member of staff.
6. This includes the procedures for responding to allegation of abuse made against members of staff and volunteers or other children/young people (see additional guidance VGA 5.3 attached).
7. There must be arrangements in place for concerns to be referred back to the appropriate school/establishment contact if necessary so that a decision can be made about how to respond to the concerns. Visit Leaders should be aware of who their designated Safeguarding Officer is, and how to contact them in an emergency during a school visit.
8. The school/establishment contacts must be aware of the referral process to the East Riding Family Support Team (or other LA if appropriate) including the East Riding Emergency Duty Team and have continued access to the relevant contact numbers regardless of school/establishment session times.
9. All children/young people should be made fully aware of the arrangements and procedures that they need to follow to keep themselves and others safe, and what is appropriate behaviour. They should also be made aware of the ways in which they can seek advice or help in situations they are concerned about
10. Risk assessments should take account of any sites visited that are shared by members of the public to ensure appropriate supervision.

Vulnerable and Challenging Pupils

11. It is important that the Visit Leader is aware of any children/young people who are for example subject of a Child Protection Plan (where there are current concerns of a Child Protection, emotional or related nature that may place them at increased risk). As a result the child may require increased support or monitoring in certain situations.

12. Some children/young people are known to pose a risk to their peers as a result of physical intimidation and bullying or sexually inappropriate or abusive behaviour. Others because of risk taking or dangerous behaviour would also require additional supervision or other measures.
13. In both of these situations appropriate assessment of risk should be made depending on the nature of the visit and behaviour or concern. The school/establishment Child Protection Coordinator must be consulted at the planning of residential visits in order to inform such appropriate child specific risk assessments. The group leader should also reach agreement with the school/establishment Child Protection Coordinator or other professionals about what information is appropriate to share with other adults involved with the visit.

Safe & Appropriate working practice by staff and volunteers

(This section should be read in conjunction with;

- The school/establishment Code of Conduct or Safe Working Practice policy
 - Guidance For Safe Working Practice for Adults who work with Children & Young People in Educational Settings DCSF 2009)
1. Adults should take particular care when supervising children/young people on offsite visits and, where the setting is less formal than the usual workplace. Adults remain in a position of trust and have a duty of care and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries as outlined in the documents above.
 2. Group Leaders should ensure that all adults involved in offsite visits are reminded of the relevant sections of the documents above and the need to follow all visit arrangements and procedures. These are designed to safeguard children/young people and at the same time protect adults from putting themselves in situations that may lead to misunderstandings or allegations of inappropriate or abusive behaviour. In particular, group leaders should avoid putting themselves in awkward situations that could be misinterpreted or could lead to allegations. For example, if it is necessary for group leaders to enter a bedroom, or a room where group members might be in a state of undress, then group leaders should not enter alone and should knock clearly before entering, and keep the door open. Leaders should avoid situations in which they are alone in private with a young person.
 3. By following this guidance staff should feel reassured that they are acting appropriately, not putting themselves at risk and that a reasonable and proportionate approach can be followed.
 4. All adults should be aware that any sexual activity with a child/young person under the age of 18 is a criminal offence as they are in a position of trust. Any sexual activity with a child/young person 18 or over will result in disciplinary action.
 5. Adults should be instructed to report to the Visit Leader (or Senior Manager if more appropriate) so that any problems can be dealt with and there is no accusation of 'covering things up'.
 - a. Any behaviour or situation that may give rise to complaint misunderstanding or misinterpretation.
 - b. Any difficulties experienced when for e.g. coping with a challenging child/young person, or situations that they are unsure of.
 - c. Situations where they are the subject of affection, attention or inappropriate behaviour by a child/young person.
 - d. Any behaviour by another adult that gives cause for concern that it may be inappropriate or undermines the safety & welfare of children/young people.
 6. It is important that adults involved in offsite visits
 - a. Behave in a mature, respectful & safe manner
 - b. Provide a positive role model to children/young people
 - c. Treat all children/young people equally
 - d. Do not behave in a way that could lead to questions about their suitability to work with children/young people.

Specific Safe Practice Issues

7. The documents listed above give guidance on appropriate practice in a range of situations and all adults taking part in offsite visits are advised that if they are unsure to seek advice from the Visit Leader. Some specific issues are covered below.
- a. **Sleeping & Showering etc** – these should be organised to enable adequate and gender appropriate supervision and ensure that staff do not use communal shower at the same time as children/young people and do not share bedrooms except in dormitory or similar arrangements. In this case specific risk assessments will be completed and control measures put in place. Parents and group members should be made aware of the planned arrangements.
 - b. **Mobile Phones** – Adults should not use personal mobile phones to communicate with children/young people. School/establishment equipment must be used. If children/young people have mobile phones and the Visit Leader feels it is appropriate these numbers can be retained by the group leader with consent from the parents/guardians or children/young people (depending on age). These must be deleted or destroyed immediately after the visit.
 - c. **Photography** – The school/establishment must have written consent from parent/guardian for images to be taken and published. In some cases this permission is refused for domestic or identity reasons and group leaders should make all adults aware of any such cases. If images are published or placed on the school/establishment's website or newsletter then it is important that no information is included that might enable someone to contact the child/young person independently.
 - d. **Photographs of children/young people** - Staff must be made aware that photographs taken by children/young people may be published on social networking sites or circulated by mobile phone, and may lead to cases of bullying or abuse. This should be considered carefully when deciding if, when, and where cameras can be used during a visit, and what, if any, photographs can be displayed or shared with others. All group members should be briefed accordingly. This also needs to be borne in mind when posing for photographs. If there is a concern that inappropriate photographs might be taken and posted on social networking sites, it might be preferable to take only a few school/establishment - owned cameras on the visit, and for group members to be issued with these during the daytime only (e.g. during the activity sessions when in supervised groups). This would enable group members still to have the pleasure of taking photos, but in a controlled environment.
 - e. **Physical Contact** – As a general rule, adults should avoid physical contact. However, there may be situations when physical contact is justified as a means of reassurance, protection encouragement etc. Some offsite visits involve physical activities where appropriate physical contact is appropriate and necessary as long as it is not intrusive or disturbing for the child/young person and they have given consent.
 - f. **Physical Intervention** – Any physical intervention should be carried out in line with the school/establishment policy and procedures by adults who have been authorised to do so by the head teacher/senior manager. Teachers do have a legal authority to carry out physical or other appropriate physical intervention. This is ideally as a last resort after other strategies have been tried or considered and to protect the health & safety of those involved.
 - g. **Administration of medicines and First Aid** – Any first aid or administration of medicines must be carried out in line with the school/establishment policy by appropriately trained staff and in line with parental/guardian consent. Any regular medication or related procedures should be carried out in line with an appropriate Health Care Plan drawn up in consultation with parents/ carers and the child/young person. This should indicate the details of self administration and the arrangements for adult support and administration. If first aid is administered, other adults should be made aware and if possible another appropriate colleague should be present. The child/young person should always be made fully aware of what is happening as appropriate. All such incidents should be recorded and reported in line with the requirements of the school/establishment first aid

policy and any Health Care Plan. Employers and establishments should ensure that their medication policies take into account the full range of visits and activities. These may include residential visits, visits overseas, remote supervision, and situations where groups might be distant from, or unable to make immediate contact with, parents and medical professionals. As it is unlikely that any medication policy will cover every possibility - the policy should be written in such a way as to allow staff the flexibility to use their judgement in doing what is best for the well-being of children and young people. Staff should always use their judgement and experience when applying their employer's policy to any particular situation, to ensure that the well-being of children and young people is paramount. The conditions of employment of some staff, including teachers, do not include managing or administering medicines. Establishments should ensure that they have sufficient staff members accompanying a visit who have either volunteered to manage medicines, or who are employed to do so as part of their duties. Staff should be properly trained to manage medicines – but in many cases such training need only involve familiarisation with the employer's policy and reading instructions from a parent or doctor, or on a medicine packet, or perhaps a demonstration of how to use an epinephrine auto-injector (e.g. EpiPen). Staff may also need to be provided with information about how to deal with medical conditions which require management in addition to the administration of medicine, such as diabetes. It is important to keep a written record of all medicines administered. Records offer protection to staff and children and provide evidence that agreed procedures have been followed.

Pre-existing medication needs

There is an expectation that children and young people with medical needs will be fully included in activities and visits. Individual risk assessments may be necessary, and reasonable adjustments should be made to enable individuals to participate, unless evidence from a clinician states otherwise. For example, a carer or an additional supervisor such as a parent or other volunteer might be needed to accompany a particular child. A copy of any health care plans and emergency procedures should accompany the individual. Parents should be asked to provide written details of medical conditions and of any medication required (including instructions on dosage/times), and for their permission for staff to administer medication, or for their child to administer their own if this is appropriate.

Insurance policies should be checked to ensure that they cover staff and pupils with pre-existing medical needs. Arrangements should be made for taking sufficient supplies of any necessary medicines on visits, and for ensuring that they are safely labelled, transported, stored (refrigerated if necessary), controlled and administered, and that records are kept of their use. All staff supervising visits should be made aware of individuals' medical needs and any medical emergency procedures. Summary sheets held by all staff, containing details of each individual's needs and any other relevant information provided by parents, is one way of achieving this. You should consider how individuals' confidentiality can be protected, and ensure that personal information is securely disposed of when it is no longer needed.

If appropriate, a member of the staff team should be trained in administering medication, and should take responsibility for this. Some individuals may need to take precautionary measures before or during exercise and may also need to have immediate access to their medicines such as asthma inhalers. Staff should check that such medicines are available during activities, and that spares are available if necessary. It is illegal to give a medicine which has been prescribed for one person to another. However, in two specific cases schools may buy, carry and administer medication in emergency situations.

Asthma Inhalers

Since the 1st October 2014, schools have been allowed to carry emergency salbutamol inhalers, and use these when they have parental consent to do so. Use of emergency inhalers should be subject to a protocol forming part of the establishment's medical conditions policy. Government guidance is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/360585/guidance_on_use_of_emergency_inhalers_in_schools_October_2014.pdf

If this link does not work, try copying the link and pasting it into your browser, taking care to remove any rogue spaces. The well-being of children and young people should always be given the highest priority: if a child suffers from a life-threatening asthma attack and does not have their own inhaler, then the benefit of giving a blue inhaler from elsewhere is likely to outweigh the risks of not doing so.

Adrenaline auto-injectors

From 1st October 2017 the Human Medicines (Amendment) Regulations 2017 allow schools to buy adrenaline auto-injector devices (epi-pen etc) without prescription. These must be for administration to a pupil at the school who is known to be at risk of anaphylaxis and requires the product in an emergency. Use of emergency auto-injectors should be subject to a protocol forming part of the establishment's medical conditions policy. Such 'spare' auto-injectors should not be seen as a replacement for the young person's own medication. All young people at risk of anaphylaxis should carry two auto-injector devices at all times. The Department of Health has issued "Guidance on the use of adrenaline autoinjectors in schools" available at: <https://www.gov.uk/government/publications/using-emergency-adrenaline-autoinjectors-in-schools>

h. Appropriate Conduct Behaviour & Dress

In order to ensure that clear expectations of appropriate conduct, behaviour and dress are consistently conveyed to children/young people it is vital that staff follow the guidance as outlined above. Following this guidance will also protect adults involved in offsite visits from being the subject of accusations of inappropriate behaviour. Adults should take particular care when supervising children/young people on offsite visits where the arrangements are less formal than the usual setting. Adults remain in a position of trust, have a duty of care and need to ensure that their conduct and behaviour remain professional and appropriate at all times.

This includes dress. Clearly the usual school/establishment dress codes do not apply to staff or children on many visits because of the nature or duration of the activities. However adults must ensure that their dress is suitable, safe and appropriate at all times.

**Responding to Child Protection concerns during Offsite Visits
- including allegations involving staff, volunteers or peers.**

Important contact details:

Child Protection – Initial Referral	Tel ; 01482- 395500 Fax; 01482- 395530 E; childrens.socialcare@eastriding.gcsx.gov.uk
Emergency Duty Team – Out of Hours Initial Referral	Tel; 01377 -241273 Fax; 01377 -241639
Child Protection Officer (Schools) – Advice & Support	Tel; 01482 – 392139 Fax; 01482- 392104 E tony.marsh@eastriding.gov.uk
Local Authority Designated Officer – Allegations	Tel; 01482 – 396999 Fax; 01482-392104 E tony.marsh@eastriding.gov.uk dave.finan@eastriding.gov.uk
East Riding Safeguarding Children Board Safeguarding Unit Advice Line	01482-396999

This section should be read in conjunction with the school/establishment's Child Protection Policy, which will include guidance for dealing with;

- Signs & Symptoms of abuse
- Responding to concerns & disclosures
- Child Protection records & referrals
- Managing allegations against staff & volunteers
- Whistle blowing procedures

A. CHILD PROTECTION DISCLOSURE or SERIOUS CONCERN (not involving incident on visit)

1. Respond as outlined in Child Protection Policy.

- ✓ Record conversation or concerns but ensure that you do not investigate or ask leading questions etc.
- ✓ If injuries or marks record in detail ideally on an outline body map.
- ✓ Report to Visit Leader or Designated Colleague immediately possible.

2. Visit Leader

- ✓ Contact school Child Protection Coordinator. If not contactable contact base link

3. School/Establishment Child Protection Coordinator or Link

- ✓ Refer information and seek advice.
- ✓ If out of hours refer via Emergency Duty Team
- ✓ Submit written ' Confirmation of referral' form
- ✓ If unsure CPC to seek advice from Family Support Team or LA Child Protection Officer (as policy) or ERSCB Advice Line
- ✓ Liaise with Family Support Team and Visit Leader
- ✓ Establish if parents / carers are to be informed, by who and when

4. In an emergency the Visit Leader should Refer as in point 3 above, and inform school/establishment as soon as possible. The Visit Leader may decide to contact police directly if there is clear evidence of a criminal act or behaviour.

5. Visit Leader or appropriate designated adult

- ✓ Explain to Child what is happening
- ✓ Reassure, support & monitor
- ✓ Liaise with appropriate professionals

B. ALLEGATION OF ABUSE against a leader or volunteer**1. If disclosed by child**

- ✓ Respond as outlined in CP policy
- ✓ Record conversation or concerns but ensure that you do not investigate or ask leading questions etc
- ✓ Report to Visit Leader
- ✓ If allegation concerns Visit Leader report to Deputy Leader or Headteacher/Senior Manager immediately

2. Visit Leader

- ✓ Contact Headteacher/Senior Manager or appropriate Senior staff
- ✓ Arrange no contact between child and adult.
- ✓ Do not carry out investigation or inform adult at this stage.

3. Headteacher

- ✓ Contact LA Designated Officer immediately
- ✓ If not available or out of hours refer as A3 above.

4. LA Designated Officer

- ✓ Advise Headteacher/Senior Manager on initial strategy if visit still in progress. e.g. Notification of parents, Police, Family Support etc, suspension or supervision of adult, informing and advising adult

5. Headteacher/Senior Manager

- ✓ Advise and update Visit Leader on initial arrangements pending investigation

6. Visit Leader or appropriate designated adult

- ✓ Explain to Child what is happening
- ✓ Reassure, support & monitor
- ✓ Liaise with appropriate professionals

C. ALLEGATION OF ABUSE AGAINST MEMBER OF STAFF or VOLUNTEER NOT ON VISIT**1. Follow B 1-6 above****D. ALLEGATION OF ABUSE BY CHILD AGAINST CHILD DURING VISIT****1. Leader / Volunteer Respond as outlined in CP policy & training**

- ✓ Record conversation or concerns but ensure that you do not investigate or ask leading questions etc
- ✓ If injuries or marks record in detail ideally on an outline body map.
- ✓ Report to Visit Leader or Designated Colleague immediately possible.

2. Visit Leader.

- ✓ Arrange to separate both and ensure no contact between them and witnesses if possible.

3. Visit Leader

- ✓ Contact school CPC or Headteacher/Senior Manager and refer information and seek advice.
- ✓ If not contactable contact base link – to pass information of concern and information on children to ER CP Referral number or Emergency Duty Team

4. In emergency

- ✓ Visit Leader to Refer as in 3

5. CPC / Headteacher/Senior Manager

- ✓ Contact LA Designated Officer or Family Support Team if not contactable

6. LA Designated Officer

- ✓ Advise Headteacher/Senior Manager on initial strategy if visit still in progress.
- ✓ Ensure Family Support are aware and taking action.
- ✓ Liaise with Family Support & Police as appropriate
- ✓ Advise Headteacher/Senior Manager re supervision or exclusion from visit, informing parents etc.

7. Headteacher

- ✓ Advise visit Leader on initial arrangements pending investigation

8. Visit Leader or appropriate designated adult

- ✓ Explain to Child what is happening
- ✓ Reassure, support & monitor
- ✓ Liaise with appropriate professionals