

## INTERNAL AND EXTERNAL EVENTS POLICY

### Internal Events

Internal Events such as conferences, symposiums, lectures, performances, meetings, student events, and exhibits allow Deira Private School to showcase the work and accomplishments of the teachers, staff, students and parents, foster a sense of community and put into action our vision and mission to the surrounding community. These events provide a wonderful opportunity for the school community and visitors to experience first-hand the wide range of our scholarly and cultural programming, as well as experience the beauty of the school. By following these guidelines, we can maximise the use of resources, avoid scheduling conflicts, promote the positive image of the school and ensure that teachers, staff, students, and guests have a memorable experience.

The Events Coordinator is dedicated to the success of the school's numerous on campus events and activities. The details outlined in this policy aim to assist teachers, staff, students, and alumni through the on-campus event planning process and to understand procedures.

#### A. Events Coordinator Responsibilities

1. The Events Coordinator is responsible for all aspects of reserving and scheduling an event including, but not limited to contract negotiations, date reservation, room reservation, catering requests, individual resource requests, and event promotion. The Events Coordinator/s are responsible for executing events, making reservations, coordinating resources and seeking approvals where required. Events Coordinator to ensure KHDA approval if any third party is involved for the events. Events Coordinator are responsible for requesting space and resources.
2. The Events Coordinator or designee must be present prior to the event for setup management, during the event, and should be the last one to leave after take down. Events Coordinator are to make sure the space is left as it was found, all lights are turned off and doors are closed. This includes all projectors and sound systems in classrooms and event spaces.
3. Any individual or group sponsoring an event are responsible for stewardship of the space(s) and consequences for damage or abuse of such space. All community members are expected to act with goodwill and seek common understanding when programming and scheduling events in appropriate spaces and at appropriate times.

#### B. Resources

If two events are scheduled at the same time and there is a scheduling conflict, the Events Coordinator will work with both planners to find a resolution but has the authority to make the ultimate decision in regards to dates, space reserved, and availability of equipment.

1. Some school resources (IT, catering, facilities, public safety, and parking) can be requested with the Health and Safety Officer and for resources request must be submitted to the purchasing officer at least one month prior to your event to provide time for scheduling of staff and resources.
2. Due to limited resources, submitting a purchase request does not guarantee that resources requested will be available. The Events Coordinator has the full responsibility for the resource

requested and will inform you and obtain your approval before cost related services are incurred.

3. All requests for resources should be submitted at least one month before your event. If staffing is needed you need to request two weeks before your event.

## External Events

**Supporting policy:** [Field Trip and Excursions Policy](#)

### Rationale

Educational visits and other Extracurricular Activities offer opportunities for valuable experiences that are difficult to achieve in other ways. They can also introduce considerable extra risks, especially when they take pupils and staff into unfamiliar surroundings. Careful planning will help to reduce the risks and to minimise the effect of any problems that may be encountered. This applies equally to short community visits as to more ambitious long-distance journeys.

### Aims and Purposes of Educational Visits

Deira Private School has a strong commitment to the benefit of learning beyond the statutory school day and beyond the school premises. Visits and off-site activities support, enrich and extend the curriculum in many subject areas, encourage co-operation, teamwork and the application of problem solving skills and develop independence and self-confidence.

Outdoor education helps young people to be physically active and to understand how to assess and manage risk. Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school.

### Educational visits:

- Have a stated educational purpose.
- Provide children with first hand experiences.
- Enhance learning opportunities.
- Develop personal and social skills.
- Enhance our curriculum.

### Purpose of this policy

- To identify the roles of Governors, Principal, Educational Visit Coordinator (EVC), Visit Leader/Team Leader (VL), staff, volunteers and pupils.
- To ensure safety procedures are in place and upheld.
- To ensure all legal responsibilities and requirements are fulfilled.
- To maintain sufficient lead-time before an educational visit takes place, in order to prepare and inform parents and other adults within the school.

### Ensuring Understanding of Basic Requirements

The school ensures that staff are provided with

- Appropriate guidance relating to visits and activity, including training;
- Suitable systems and processes to ensure that those trained are kept updated;
- Access to advice, support and further training from the EVC.

### **Approval and Notification of Activities and Visits**

The Governing body delegates the responsibility for formal approval of all internal events, visits and off-site activities to the Principal. It is a strong recommendation of this policy that the EVC carries out this function in accordance with all Healthy and Safety precautions.

### **Risk Management**

There is a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” level - and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, work shop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place.

The risk management of an activity should be informed by the benefits to be gained from participating. Staff leading visits should use a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”.

At Deira Private School we have adopted a format for recording risk-benefit assessments based on that recommended in EVC Training. Risk assessments are completed for all off-site activities detailing our pupils’ needs, specific school characteristics and the specifics of the visit location. These are reviewed by the Event Coordinator before the visit/activity commences. The Event Coordinator should provide a comprehensive emergency response plan, including protocols for critical incidents. Ensure that all staff and participants are aware of emergency procedures.

Ratios and effective supervision Establishments must ensure that the staffing of visits enables leaders to supervise young people effectively. All afterschool enrichment activities will also be conducted under supervision with all Management precaution as same .

### **Decisions about the staffing and supervision should take into account:**

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).

- Staff competence.
- The activity undertaken – its nature and location, including duration, skill levels involved, as age (including the developmental age) of the group.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.
- The distance from base and availability of support.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year)

Staffing ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements.

The Principal/EVC may modify the ratio of supervision where a visit is considered to require greater numbers of staff than specified above. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing.

The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in Early Years settings)

In some cases there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support. Staffing, especially for visits to remote locations, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

There is no absolute requirement for children to be accompanied by staff of the same gender, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g. when a class teacher has their own child in their

class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that leaders are available.

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**:

**Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience. Include in staffing that roles should be based on this including the specialisation of the staff such as first-aid certification, etc.

**Activities to be undertaken:** what do you want the group to do and what is possible?

**Group characteristics:** prior experience, abilities, behaviour and maturity, gender, any specific or medical/dietary needs.

**Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions.

### **Further guidance**

1. Approval of Leaders
2. Avoiding Accidents and Emergencies
3. Group Management and Supervision
4. First Aid
5. Special Educational Needs and Disabled Children

### **Preliminary Visits and Provider Assurances**

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of children. It is a vital dimension of risk management. Wherever reasonably practicable, it is good practice to carry out a preliminary visit. It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available.

### **Inclusion**

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved. Visit Leaders should take all reasonably practicable measures to include all children. The

principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

## **Transport**

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and establishments must follow the specialist guidance provided in transport policy. All national and local regulatory requirements must be followed. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

## **Planning**

Planning should reflect the consideration of legal and good practice requirements, ensuring:

The plan is based on establishment procedures and employer guidance.

- All staff (including any adult volunteer helpers) and the children to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
  - Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
  - Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
  - Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

## **The Expectations of Students and Parents / Carers**

The school has the same expectations of pupil behaviour when on a visit as when in school, detailed in the schools' 'Behaviour Policy'. This expectation includes the potential withdrawal of a pupil prior to and during the visit if unacceptable behaviour is displayed and the risk management process details that the

pupil's behaviour would present an 'unacceptable' risk. Where a pupil is taken ill or seriously misbehaves, whilst on a school trip, the Principal and/or parents/guardian will be contacted and be expected to make arrangements to travel to join their child.

### **Visit Leader**

(VL) Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff.

The Visit Leader has overall responsibility for the supervision and conduct of the visit, including the health, safety and welfare of all involved and should ensure the pupil to adult ratio is appropriate to the group's needs. They must define the roles and responsibilities of other adults and pupils and ensure effective supervision including:

Ensuring a deputy visit leader is named.

- Being aware of child protection issues
- Ensuring first aid provision is available.
- Ensuring special educational or medical needs of pupils are known and met.
- Ensuring medicines are kept with the pupil's group.
- Ensuring group supervisors have details of the school contact.
- Ensuring that group supervisors and school contact have a copy of the emergency procedures and an itinerary of the day

### **The Visit Leader will:**

- Plan the visit as part of medium term planning with follow up lessons when appropriate - add the trip to the 'school trip' file.
- Outline a proposal for the visit with educational objectives and discuss with the EVC.
- Visit the venue, when possible, and produce appropriate risk assessments.
- Obtain quotes for coaches and any other expenses.
- Determine costs and discuss again with EVC.
- Draft letters for parents and share with the EVC.



- Set up appropriate payment systems and liaise with the office staff.
- Organise appropriate staff to go on visit (discuss competence with the EVC)
- Brief staff and pupils on their roles.
- Organise sick bucket, medical supplies and first aid equipment – check pupils with specific medical needs.
- Take contact numbers/additional details for children attending the visit.
- Ensure a copy of the critical incident plan for group leaders is taken on every visit.
- Complete checklist for VL (found on the staff shared area of the school network)
- Ensure two members of the Emergency Management Team are named on your checklist.
- Feedback at the end of the trip and evaluate.

### **Educational Visit Coordinator (EVC)**

It is important that the EVC assesses the competence of Visit Leaders. It may be that it is decided, for instance, that a newly qualified teacher would be accompanied by a more experienced member of staff.

#### **The EVC will:**

- Ensure correct procedures are followed.
- Organise training and induction for visit leaders.
- Ensure Visit Leaders and staff are trained and approved for all planned activities.
- Check non-teaching supervisors are appropriate and competent people to supervise children.
- Ensure site pre-visit is performed where necessary.
- Help visit leader to produce risk assessments, operating procedures, code of behaviour.
- Ensure LA are informed and approval is gained where appropriate (overnight stays, hazardous/ adventurous visits and visits over 50 miles away).
- Check educational objectives of each visit.
- Ensure parents are informed and give consent (for all activities).
- Organise emergency arrangements.



- Keep records of visits, accident/incident reports.
- Complete EVC checklist for each visit (found on the staff shared area of the school network).
- Review systems and monitor practice.
- Ensure all relevant information is held on file in the event of a critical incident.

**The Principal will:**

- Check educational objectives of each visit and grant or deny approval.
- Inform the Governing Body of visit proposals where necessary.
- Ensure the LA are informed and approval is gained where appropriate (overnight stays, hazardous/ adventurous visits and visits over 50 miles away).
- Monitor to ensure that correct procedures are followed by EVC and VL.

**Additional teachers will:**

- Follow instructions of the Visit Leader and help with control and discipline.
- Ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances - stop the visit or activity if they think there is an unacceptable risk to the health and safety of pupils in their charge.
- Be aware of emergency procedures and contacts.
- Be responsible for medicines for members of their group.
- In the event of a critical incident, follow the plans outlined and report immediately.

**Teaching Assistants will:**

- Organise sick bucket, medical supplies and first aid equipment.
- Be responsible for medicines for members of their group.

- Ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances - stop the visit or activity if they think there is an unacceptable risk to the health and safety of pupils in their charge.
- Follow instructions of the Visit Leader and help with control and discipline.
- Liaise with teachers regarding any unacceptable risks to the health and safety of pupils in their charge - Be aware of emergency procedures and contacts.

**Adult Volunteers will:**

- Be clear about their roles and responsibilities.
- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge unless previously agreed in risk assessment.
- Follow instructions of Visit Leader and teachers and help with control and discipline.
- Inform Visit Leader or teachers of any health and safety concern during the visit.

**Students will:**

- Not take unnecessary risks and participate in discussion regarding risk assessments.
- Follow instructions and follow the school behaviour expectations.
- Dress and behave sensibly and responsibly.
- Look out for anything that might hurt or threaten anyone in the group and tell the Visit Leader or supervisor.

**Parents will:**

- Make an informed decision on whether their child should go on a visit.
- Return permission slips and requests for voluntary contributions.
- Prepare their child for the visit by reinforcing the visit's Code of Conduct/ school's behaviour expectations.

**The Office Staff will:**

- Support the Visit Leader in organising transport and liaising with the visit venue.
- Provide the Visit Leader with requested information regarding pupils and staff attending the visit (contacts, medical, additional needs).

- Inform catering staff of packed lunch requirements. (All Free School Meals (FSM) children get a packed lunch)
- Provide any cheques required for payment

### **The Governing Body will:**

- Approve proposals for visits involving overnight stay or travel abroad.
- Review the school's policy and procedures and question the Head Teacher/EVC to demonstrate how the school complies with regulations and guidelines.

### **Monitoring**

The Principal/EVC will ensure that there is sample monitoring of the visits and off-site activities undertaken by its staff. Regular review of our policy and procedures to remain current and in line with good practice. · Evaluation of feedback from pupils, staff and parents.

- Staff meeting updates refreshing staff understanding of employer's policy.
- Staff liaising with EVC before any visit booked and undertaken.
- Relevant training that supports the implementation of this guidance e.g. EVC training, Visit Leader training.
- EVC disseminating advice and further information to clarify the guidance issued.
- EVC completing monitoring/evaluation of risk assessments, visit procedures, staff feedback.
- Raising Standards Committee review in line with policies review cycle.

### **Data protection**

Please refer to our data protection policy It is vital for the health and safety of those involved in visits that the relevant information is available to leaders and external providers for planning activities and in the event of an emergency. Any sensitive information will be shredded when the trip or visit has been completed.

A copy of this policy and associated school procedures will be made available to all staff within the school who may be responsible for leading off-site visits and activities and to any parent requesting a copy. The EVC/Principal will make additional information available to staff to help ensure the safe management of off-site activities when available and relevant.

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