

## CONTENTS

	PAGE NO.
Health and Safety: Responsibilities and Powers .....	5
Health and Safety of Pupils on Educational Visits (HASPEV) & its Supplements .....	6
Outdoor Education Adviser (OEA) .....	6
Educational Visits Co-ordinator (EVC) .....	6
Policies and Procedures .....	7
Charging for School Visits .....	7
The Package Travel, Package Holidays and Package Tours Regulations 1992 .....	7
Choosing a Tour Operator .....	8
The Tour Operators Margin Scheme .....	9
LEA Code of Practice No. 11 – Guidance for the Conduct of Educational Visits and Adventurous Activities: .....	9
Responsibilities of the LEA .....	9
Responsibilities of the Headteacher and/or Educational Visits Co-ordinator .....	10
Responsibilities of the Governing Body .....	12
Educational Visits Co-ordinator (EVC) .....	13
Competence of the Educational Visits Co-ordinator .....	13
Leaders .....	13
Adult Volunteers .....	15
Activity Week .....	15
Aims and Objectives .....	16
Curriculum Links .....	16
Approval by the School Governors .....	16
Notification of a School Visit .....	16
Calculating Costs .....	17
Role of the Trip Leader .....	18
Codes of Conduct .....	18
Supervision .....	19
Duty of Care .....	19
Responsibility .....	19
Close Supervision .....	19
Remote Supervision .....	19
Night Time .....	20
Travel by bus or coach .....	20
Travel by air .....	20
Travel by boat/ferry .....	21
Travel by train .....	21
Staffing Ratios .....	22
Young People and Special Needs .....	23

Use of Voluntary Helpers .....	23
	PAGE NO.
Child Protection & Criminal Records Bureau (CRB) Disclosures .....	23
Children Accompanying Staff .....	24
Staff Absence .....	24
Safety Management Systems (Risk Assessment) .....	24
Risk Assessment and Contractors (Providers) .....	25
Risk Assessment and Tour Operators .....	26
Exploratory Visits .....	26
Visits Abroad .....	26
Individual Passports .....	26
Collective Passports .....	26
Visa Exemption .....	27
European Health Insurance Cards (EHIC) .....	27
Customs Allowances and Prohibited Items .....	27
Terrorism .....	28
Travel Advice .....	28
Exchange Visits .....	28
Using Activity and Adventure Centres .....	28
Caving .....	28
Climbing .....	28
Trekking .....	28
Water sports .....	29
Swimming .....	30
Forms of Consent .....	30
Individual Visit .....	30
Frequent Off-site Visits .....	30
Jehovah's Witness Letter of Consent .....	31
Roll Lists .....	31
Insurance .....	31
Hire of Coaches and Buses .....	32
Use of Minibuses .....	33
Use of Private Cars .....	33
Finances .....	34
First Aid Provision .....	35
Administration of Medicines .....	35
Reporting of Accidents/Incidents .....	35
Parents Information Evening .....	36
Records of Information in School .....	36
Mobile Phones .....	36

Emergencies .....	37
Emergency procedures for Off-Site Visits .....	37
Crisis Line .....	37
	PAGE NO.
Use of mobile phones .....	37
Contact with Senior Management .....	37
Telephone Tree .....	37
Use of Portable Electrical Equipment .....	38
Use of Video and DVD Players .....	38
Student Photographs .....	38
Complaints .....	38
Upon return from an Off-site Visit .....	38
Evaluation .....	38
Visit Planning Checklists .....	39
The Final Word .....	39

## APPENDICES

Appendix A	Useful references
Appendix B	Approval and Notification Forms: Details of a Proposed School Visit Form A1: Notification of School/College Visit
Appendix C	Safety Management Systems: Risk Assessment Proforma Off-Site Visit Risk Assessment Database
Appendix D	Forms of Consent: Individual Visit (UK) Individual Visit (Europe) Curriculum-led Activities Form of Consent (Transport by Private Car) Student Code of Conduct Jehovah's Witness Letter of Consent
Appendix E	Information for Adults: Individual Visit (UK) Individual Visit (Europe)
Appendix F	Finance Forms: Costing Sheet – Activity Week Costing Sheet – School Trip School Trip Register Off-site Visit Petty Cash
Appendix G	Records of Information in School: Details of School Visit Contact Information for Students Contact Information for Adults

Appendix H      Checklists:  
                    Accommodation Checklist  
                    Attraction Checklist  
                    Choosing a Tour Operator  
                    Day Trip Checklist  
                    Parents Evening Checklist  
                    Residential Trip Checklist

Appendix I      Evaluation Form

## **ORGANISING AN EDUCATIONAL VISIT**

The value of educational visits is widely recognised as a stimulant to students' interest, fostering social and personal development and presenting opportunities for the demonstration of qualities of initiative, self-reliance and co-operation with others. Taking students out of school is, however, an onerous responsibility for teachers and meticulous planning and preparation are necessary to ensure that visits are conducted legally and safely. To put this into context, it is estimated that there are no fewer than 10 million educational visits undertaken by UK schools each year. These result, on average, in one death. Educational visits are, therefore, safer than any other activity including those in school, and statistics can be used to support this. It must also be remembered that many educational visits are carried out voluntarily and rely solely upon the goodwill of staff. There is no harm in pointing this out to parents and students.

The aim of this policy is to draw your attention to certain facts and procedures relating to the successful planning and execution of educational visits. The term "Educational" or "Off-site" visit applies to any activity outside the school grounds. The information is not intended to intimidate you or to insult your intelligence, but is intended to outline some points of information that you may not have thought about or be aware of. In addition to representing School policy, we would like to think of this as being a working document.

This Policy supersedes all previous versions. It must be read in conjunction with the Department for Education and Skills (DfES) Guidance "Health and Safety of Pupils on Educational Visits (HASPEV)", and its supplements. However, no guidance should be taken as an authoritative interpretation of the law. That is for the courts.

### **HEALTH & SAFETY: RESPONSIBILITIES AND POWERS**

These regulations set out the legal framework, under health and safety law, in which employers and employees work and the powers, under education law, which help employers and employees to ensure compliance. They apply to all educational visits. The employer retains overall responsibility for health, safety and welfare. In other words, Argyle House Holdings Limited is legally responsible for the health and safety of educational visits. Employees also have significant responsibilities as follows:

- Take reasonable care of their own and others health and safety.
- Co-operate with their employers.
- Carry out activities in accordance with training and instructions.
- Inform the employer of any serious risks.

A teacher has a Common Law Duty of Care. This means that:

- A teacher has a duty of care for young people under their supervision.
- A higher duty is expected of teachers as a result of their specialised knowledge.
- The age of the young person and the nature and location of the activity help to determine the degree of supervision required.

With reference to any civil claims of negligence made against a teacher, an injury or damage that may not be reasonably foreseeable is deemed to be an accident. Foreseeable is defined as something that has happened in the past of which the supervisor has knowledge or something that one can visualise happening. Negligence may arise from the lack of due care. The questions likely to be asked in a court of law are:

- Was there a duty of care?
- Was there a breach of that duty?
- Did harm result directly from the failure to exercise reasonable care?

Should the answer to all three questions be “Yes”, then most probably negligence did occur.

## **HEALTH AND SAFETY OF PUPILS ON EDUCATIONAL VISITS (HASPEV) & ITS SUPPLEMENTS**

Health and Safety of Pupils on Educational Visits (HASPEV) is a Good Practice Guide published by the Department for Education and Skills (DfES) in 1998. A three-part supplement to HASPEV was published in 2002 and sets out to clarify some of the points raised as a result of recent changes to legislation. Along with HASPEV, it sets out principles of good practice, leaving it to teachers’ professional and local judgement how to apply those principles. HASPEV does not seek to replace local or other professional guidance or regulations. Copies of both HASPEV and its supplements are available to all staff from School Reception or the Educational Visits Co-ordinator. (Mr C.Johnson)

### **Educational Visits Co-ordinator (EVC)**

It is also recommended that every school appoint an Educational Visits Co-ordinator (EVC) and this has been adopted as policy in many LEA’s. The EVC will be appointed by and act on behalf of the Governor and is therefore responsible to Argyle House Holdings Ltd for overseeing all off-site visits. The EVC appointed for this school is Christopher Johnson.

The functions of the EVC are to:

- Ensure educational visits meet employers’ and schools’ requirements.
- Support the Head Teacher and Governor with approval and other decisions.
- Assess competence of prospective leaders and staff in terms of qualifications and/or experience.
- Ensure risk assessments meet requirements.
- Organise training and induction.
- Ensure that DBS disclosures are in place as necessary.
- Ensure parents are informed and give consent.
- Organise emergency arrangements.
- Keep records of visits, incidents and near-accidents (sometimes called near misses).
- Review systems and monitor practice.

### **Policies and Procedures**

Policies and Procedures should be backed up by the provision of forms for:

- Risk assessment.
- The approval of visits.
- The check-listing of group-leader tasks.
- Parental consent.
- Emergency procedures.
- Accident reporting.

### **CHARGES FOR SCHOOL VISITS**

Certain information must be made available to parents at the time the visit is first advertised. It is, however, permissible to ask parents to contribute more than the minimum amount in order to subsidise those students

whose parents have not contributed. In the last resort, the visit may have to be cancelled if the shortfall cannot be made up.

Should your proposed activity be organised by a travel company, it is vitally important that you understand the implications of such an arrangement and that its implications are made known to the parents, staff and Governor involved.

Many of the Professional Associations have produced their own interpretations of The Education Reform Act 1988 in respect of charging for school activities, as have various school travel specialists. These may help you to clarify the legislation. The Quick Guide publication “Charging for Education: Points of Law” sets out very clearly when you can and cannot make charges. For a copy of this document or further advice and clarification please see the Educational Visits Co-ordinator.

## **THE PACKAGE TRAVEL, PACKAGE HOLIDAYS AND PACKAGE TOURS REGULATIONS 1992**

The EC Directive on Package Travel, Package Holidays and Package Tours 1990 has been implemented in the UK by means of The Package Travel, Package Holidays and Package Tours Regulations 1992. The general purpose of these Regulations is to give additional protection to the consumer by tightening the requirements imposed on those who sell travel and holiday packages. Amongst other matters, they deal with the need for accuracy in brochures, limitations on surcharges, protection of prepayments, insurance and bonding. They cover voluntary as well as commercial organisers.

The implementation of the 1992 Regulations has changed the rules for many school visits very significantly. The Regulations impose significant new obligations on organisers and retailers of trips and holidays where:

- A ‘package’ is involved; and
- The package is being ‘sold or offered for sale’ at an inclusive price.

If the school visit lasts more than 24 hours or includes overnight accommodation, a package is created if two or more of the following elements are involved and sold together:

- Transport
- Accommodation
- Other tourist services not ancillary to transport or accommodation and accounting for a significant proportion of the package.

It is, therefore, most likely that the majority of residential visits will be considered to be packages that are effectively ‘sold or offered for sale’. For an educational visit to fall outside the scope of the Regulations it must be part of the course being followed and not merely a voluntary activity undertaken by some students.

To be an ‘organiser’ the teacher or school must purchase the services that make up a package (e.g. transport, accommodation, admission tickets) direct from the service-provider. A teacher or school who books a package through a professional travel agent or tour company is not an organiser. In this case the teacher or school is the ‘consumer’ and not therefore subject to the requirements of the Regulations.

The effects of these Regulations on schools is, therefore, as follows:

- Where schools are purchasing the services that make up a package they are subject to the requirements of the Regulations.
- Where schools are purchasing package arrangements from another organiser, whether commercial or voluntary, the school, as consumer, benefits from the additional protection that the Regulations provide.

- This will not be true if the organiser operates only on an occasional basis. The EC Directive does not define “occasional”, but the Department of Trade and Industry (DTI) would regard once or twice a year as occasional. However, trips that are organised on a regular but infrequent basis are not, in fact, ‘occasional’ and are therefore subject to the requirements of the Regulations.
- In addition to ‘occasional’ organisers, the Regulations also exclude groups of people who, in the words of the DTI Guidance Notes, “come together to share the cost of the package they have decided mutually to undertake and to organise themselves.” Because this is not being “sold or offered for sale”, the Regulations do not apply.
- The DTI advises that packages organised as part of a course of education are “unlikely to be sold in the normal sense of the word and will probably therefore not fall within the scope of the Directive.”

If organising an educational visit that is part of a package organised through a travel company, to minimise risk it is advisable to use only reputable companies. Ideally use companies who are members of SAGTA (School and Group Travel Association), ABTA (Association of British Travel Agents), AITO (Association of Independent Tour Operators) or ATOL (Air Travel Organisers’ Licensing). In the event of collapse of the company the protection will then be met automatically.

For further details of the requirements of the Regulations please see the Educational Visits Co-ordinator.

## **CHOOSING A TOUR OPERATOR**

When choosing a tour operator the Trip Leader should consider the following points:

- The reliability of the company.
- Financial security.
- Availability.
- The programme offered and staffing arrangements.
- Transport arrangements.
- The suitability of accommodation.
- Catering arrangements.
- Insurance arrangements.
- Safety Management Systems, i.e. risk assessments.
- Costs - what is included and what is not.
- Booking terms and conditions.
- Support – what is available before and during the visit.
- Arrangements for an exploratory visit.

This is not necessarily an exhaustive list. There may be other considerations not mentioned. Advice can be sought from the Educational Visits Co-ordinator. A checklist “Choosing a Tour Operator” is shown in appendix H. Copies are available from School Reception or the Educational Visits Co-ordinator.

## **THE TOUR OPERATORS MARGIN SCHEME**

Where the School acts as an agent, i.e. the School is the “travel company”, you must be aware of the implications of the Tour Operators Margin Scheme in relation to VAT charges.



## **LEA CODE OF PRACTICE No. 11 – GUIDANCE FOR THE CONDUCT OF EDUCATIONAL VISITS AND ADVENTUROUS ACTIVITIES**

This Guidance was updated with effect from 16<sup>th</sup> July 2005 and replaces all earlier versions including Administrative Memorandum 32.

The intention of this advice is to contribute to the continued provision of high quality, safe educational experiences for young people in Sunderland. Aspects of good practice are provided and attention is drawn to the important processes of planning and preparation. The management and organisation is examined and the importance of review and evaluation identified. Particular attention needs to be given to the notification/authorisation procedures for certain visits and activities, which need to be provided in writing in advance of the visits and activities taking place. Following the procedures and advice in this document will aid those responsible for providing activities and visits to ensure that provision is as safe as it can be, as well as reassuring parents and others, that the welfare of their children is paramount to those planning such activities.

You should, therefore, read this Guidance and ensure that its requirements are met in order to be covered by the Education Authority. Reference copies are available in the, School Reception or from the Educational Visits Co-ordinator.

The Code of Practice clearly defines the responsibilities of key personnel, as outlined below.

### **RESPONSIBILITIES OF A.H.S (Holdings) Ltd**

Argyle House (Holdings) Ltd has overall responsibility for the health and safety on all off-site visits. This is a responsibility that it cannot devolve but elements can be delegated to individual establishments. A.H.S (Holdings) Ltd responsibilities can be summarised as:

- The health, safety and welfare of staff.
- The health and safety of young people both in establishments and on off-site visits.
  
- The health and safety of visitors to establishments, and volunteers involved in any off-site activity.
- Appointment or identification of an Outdoor Education Adviser.
- Providing written guidelines for Governors, Head Teachers and staff including advice on risk assessments.
- Assess proposals for certain types of visit and authorize certain types of venture.
- Provide emergency telephone contact for the duration of the visit where necessary.
- Ensure training needs have been addressed.
- Provide relevant training to those engaged in running ventures.
- Provide access to named staff for advice.
- Maintain appropriate insurance cover.
- Have in place procedures to monitor and review safety during off-site visits and activities.

## **RESPONSIBILITIES OF THE HEADTEACHER AND/OR EDUCATIONAL VISITS CO-ORDINATOR (EVC)**

Responsibility within a school for the approval of visits remains with the Head Teacher and Governors but, the Head Teacher may delegate these tasks to the Educational Visits Co-ordinator.

The Head Teacher should be clear about their role if taking part in the visit as a group member/supervisor. They should follow the instructions of the group leader who will have sole charge of the visit.

The responsibilities of the Head Teacher (and/or Educational Visits Co-ordinator if tasks are so delegated) can be summarised as ensuring that:

- Visits comply with regulations and guidelines provided and the establishment's own health and safety policy.
- The group leader is competent to monitor the risks throughout the visit.
- Adequate child protection procedures are in place.
- All necessary actions have been completed before the visit begins.
- Risk assessment has been completed and appropriate safety measures are in place.
- Training needs have been assessed by a competent person and the needs of the staff and students have been considered.
- The group leader has experience in supervising the age groups going on the visit and will organise the group effectively.
- The group leader or another supervisor are suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place (see School-led Adventure Activities).
- Group leaders are allowed sufficient time to organise properly.
- Volunteer staff on the visit are appropriate people to supervise children
- The ratio of young people to supervisors is appropriate.
- Parents have signed consent forms.
- Arrangements have been made for the medical and special educational needs of the young people.
- Adequate first-aid provision will be available.
- The mode of travel is appropriate.
- Travel times out and back are known including pick-up and drop-off points.
- There is adequate and relevant insurance cover.
- They have the addresses and phone number of the visit's venue(s) and have contact names.
- A Home Based Contact has been nominated and the group leader has details.
- The group leader, group supervisors and Home Based Contact have copies of agreed emergency procedures.
- The group leader, group supervisors and Home Based Contact have the names of all adults and young people travelling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin.
- There is a contingency plan for any delays including a late return home.

In addition the Head Teacher should:

Agree the procedure for the approval of a visit at school level.

- Ensure that arrangements are in place for the governor/proprietor to be made aware of visits so questions can be asked as necessary.
- Ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and to be made known to all relevant parties.
- Be aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships.
- Ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment.
- Ensure that the accreditation or verification of providers has been checked.
- Ensure that visits are evaluated to inform both the operation of future visits and to inform training needs. Further staff training should be made available where a need is identified.
- Ensure that there is a contingency plan (plan B), covering for example the implications of staff illness and the need to change routes or activities during the visit (see below).
- Arrange for the recording of accidents and the reporting of death or disabling injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits.
- Help to ensure that serious incidents, accidents and near-accidents are investigated.
- Ensure teachers are made aware of and understand LEA guidance on emergency planning and procedures. Training and briefing sessions must be provided for staff.
- Ensure that the establishment has emergency procedures in place in case of a major incident on ventures. These should be discussed and reviewed by staff. Ensure that young people, parents, group supervisors and others are given written details of these procedures.
- Ensure that the Home Based Contact has the authority to make significant decisions. He or she should be contactable and available for the full duration of the visit 24 hours a day. He or she should be able to respond immediately at the establishment base to the demands of an emergency and should have a back-up person or number.
- Establish a procedure to ensure that parents are informed quickly about incident details through the home based contact, rather than through the media or pupils.
- Recognise that support must be provided by ISC's public relations unit when dealing with media enquiries.
- Check that contractors have adequate emergency support procedures, and that these will link to the establishment's emergency procedures.
- Be aware of the responsibility to the SEN and Disability Act namely that there is a legal requirement not to discriminate on the grounds of disability and there is a duty of planning for all school activities which includes off site visits.

Where an EVC is identified or appointed, the Head Teacher should also:

- Delegate tasks to the EVC, having regard to the duties of the EVC suggested earlier in this part of this document.
- Ensure that the EVC keeps them informed of the progress of any visit and that this information is relayed to Governors (and to parents as necessary). For less routine visits, the Head Teacher will need to ensure that the EVC can obtain advice from an appropriate technical adviser as necessary.
- Make time available for the EVC to arrange for the induction and training of staff and volunteers and ensure that staff receive the induction and training that they need before the visit.

- Ensure that the EVC briefs the leader and supervisors about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the visit.
- Ensure that the EVC impresses upon parents the importance of providing their own contact numbers, more than one, which will enable the parents to be contacted in case of emergency.

## **RESPONSIBILITIES OF THE GOVERNING BODY/PROPRIETOR**

The governing body/proprietor must be made aware of all off-site visits and must, in some instances, approve them. It is for the governing body/proprietor, in conjunction with the Head Teacher, to arrange for the most appropriate method of the communication for this. It is the responsibility of the Governor/Proprietor to ensure that:

- The off-site activity or visit is appropriate and relevant.
- The establishment can be run efficiently in the absence of staff engaged in the activity or visit.

In addition, it is good practice for all governing bodies to:

- Ensure that the visit has a specific and stated objective.
- Ensure that the Head Teacher/group leader shows how their plans comply with regulations and guidelines, including the school's health and safety policy documents. Also that the Head Teacher or group leader reports back after the visit.
- Ensure that they are informed of less routine visits well in advance.
- Assess proposals for certain types of visit, which should include visits involving overnight stay, foreign travel or hazardous activities.
- Ensure that guidance is available (e.g. from the Dfe and/or LEA as appropriate) to inform the establishment's policy, practices and procedures relating to the health and safety of young people on educational visits. These should include measures to obtain parental consent on a basis of full information, to investigate parental complaints, and to discuss and review procedures including incident and emergency management systems. As necessary Governors may seek specialist advice, though Governors should not normally be expected to approve visits.
- Ensure that the Head Teacher and the EVC are supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfill their responsibilities.
- Agree on the types of visit they should be informed about.
- Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the young people? The Governors should challenge the nature of the venture when the educational objectives are not clear or where the means to meet them do not appear to be realistic. It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence.
- Ensure that bookings are not completed until external providers have met all the necessary assurances. Also, ensure that specific items in the risk management - for example, overnight security, room and floor plans - are checked prior to departure.
- Ensure that the Head Teacher and the EVC have taken all reasonable and practicable measures to include young people with special educational needs or medical needs on a visit.

## EDUCATIONAL VISITS CO-ORDINATOR (EVC)

All establishments *must* have an Educational Visits Co-ordinator (EVC). The EVC will be appointed by and act on behalf of the Head Teacher. If the existing EVC leaves the establishment, a replacement must attend the next available course. If an establishment has no trained EVC, all visits may be prohibited until the situation is rectified.

The functions of the EVC are to:

- Liaise with the employer to ensure that educational visits meet the employer's requirements including those of risk assessment.
- Support the head and governors with approval and other decisions.
- Assist with the assessment of the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to accreditation from an awarding body. It may include practical observation or verification of experience.
- Organise the training of leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness etc.
- Organise thorough induction of leaders and other adults taking pupils on a specific visit.
- Make sure that DBS disclosures are in place as necessary.
- Work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so parents can consent, or refuse consent on a fully informed basis.
- Ensure that group leaders are aware of the emergency arrangements and ensure there is an emergency contact for each visit.
- Keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses'). Review systems and, on occasion, monitor practice.

## COMPETENCE OF THE EDUCATIONAL VISITS CO-ORDINATOR

The member of staff designated as the EVC should be specifically competent. Evidence of competence may be through qualification and/or the experience of practical leadership over many years of outdoor education.

## LEADERS

Leaders have the responsibility to oversee the preparation and execution of the visit and to ensure that safety is the prime concern. The leader in charge of any visit is the responsible adult who needs to plan and prepare for the activity, and to prepare any emergency and contingency plans which, as official records, should be left with the Establishment. The leader is also responsible for briefing all accompanying staff, supervisors, parents and helpers.

*One person, the group leader, must have overall responsibility* for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader should be approved by the head and/or the governing body.

The group leader should:

- Obtain the Head's prior agreement before any off-site visit takes place.
- Follow Governing body's regulations, guidelines and policies.
- Appoint a deputy.
- Wherever possible at least one formal briefing meeting should be arranged for the whole adult team prior to the visit whereby the leader should ensure that everyone is familiar with and supports the visit's objectives.
- Conduct an exploratory visit in order to undertake a proper risk assessment.

- Clearly define each group supervisor's role and ensure all tasks have been assigned. Ensure that everyone is aware of and accepts the nature of the particular responsibilities and roles they will assume and that they are advised of their position with regard to personal responsibility.
- Be able to control and lead pupils of the relevant age range.
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place (see School-led Adventure Activities).
- Ensure that adequate first-aid provision will be available.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents.
- Undertake and complete a comprehensive risk assessment for aspects of the trip for which they have responsibility. Ensure all accompanying adults have copies of relevant risk assessments.
- Review regularly undertaken visits/activities and advise Head Teacher where adjustments may be necessary.
- Ensure that teachers and other supervisors are fully aware of what the proposed visit involves.
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure the ratio of supervisors to pupils is appropriate for the needs of the group.
- Consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality.
- Ensure that group supervisors have details of the home based contact.
- Ensure that group supervisors and the home based contact have a copy of the emergency procedures.
- Ensure that the group's staff and other supervisors have the details of young peoples' special educational or medical needs which will be necessary for them to carry out their tasks effectively.
- Wherever possible on a visit or activity, rendezvous arrangements with an appropriate place and time are agreed should the party become separated. These would be best made on arrival at particular locations where possible so that suitable locations can be identified.
- An additional recommended safety precaution is to ensure that every member of the group knows in advance the course of action to follow if they get lost. Depending on the nature of the journey or activity the course of action may be to stay still, make their way back home or to a base, seek appropriate help or directions, or return to a particular rendezvous spot identified previously.
- The leader must brief all the young persons about their tasks, arrangements, organisation, and the behaviour that is expected of them during the time of the visit.
- ***The party leader should ensure that all accompanying adults are familiar with the School's Child Protection Policy and Procedures. For further guidance consult Staff Handbook.***
- During the visit a brief daily staff meeting at the start of the day is strongly recommended.
- Securing at all times the safety and welfare of the young persons in their charge.
- Planning and organising the activity as appropriate.
- Having a "plan B" fully risk assessed and organised as a back-up if leading activities.
- Establishing regulations and procedures for safe practice of the visit.
- Communicating information to all interested parties both on, during and after the visit.
- Ensuring that other assistants and adults carry out their duties and responsibilities safely and responsibly.

Whenever a party is to be subdivided, or the leader is to be absent for any reason, the party leader should make a clear delegation of responsibility to another adult. If a party leader delegates responsibility for the supervision of some, or all of the young persons, at various times to other members of the staff team, they must satisfy themselves that this individual to whom they are delegating responsibility:

- Is competent to take charge of the group of young persons' undertaking the particular activity in this locality.
- Has been fully and properly briefed as to their role and responsibilities.
- Is aware of the next meeting place and time and is fully conversant with the procedure to adopt in the event of an accident, or emergency arising within the party.

The party leader must ensure that at all times during the visit or activity, each member of staff knows exactly for which young persons' they have a responsibility and where those young persons are at all times and that each young person knows who is the leader of their particular group.

## **ADULT VOLUNTEERS**

Non-School employed adults on the visit should be clear about their roles and responsibilities during the visit.

Non-School employed adults acting, as supervisors must:

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of young people except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the group leader and School employed staff and help with control and discipline.
- Speak to the group leader or School employed staff if concerned about the health or safety of young people at any time during the visit.
- Never supervise a party of more than 10.
- Never be in sole charge of the young persons' for more than half a day.
- Never be in a situation remote from the support of the leaders or other appropriate members of staff.

## **ACTIVITY WEEK**

Although the Educational Visits Co-ordinator will oversee all off-site visits, the co-ordination of Activity Week courses and course allocations is not their responsibility, but that of the Head Teacher's.

## **AIMS AND OBJECTIVES**

Every educational visit should have clear aims and objectives. The Schools' general aims and objectives for educational visits are to:

- Learn a variety of new skills.
- Develop self-confidence, self-reliance, maturity, awareness and a sense of responsibility.
- Work cooperatively with others.
- Provide experiences outside the scope of the normal curriculum.
- Promote the achievement of short-term goals.
- Reinforce the development of social and personal skills in new situations.
- Encourage self-assessment.

In addition, a residential experience may also provide the opportunity to:

- Encourage corporate spirit.
- Promote and improve personal physical ability.

- Visit a foreign country and encourage students to use a foreign language.
- Experience foreign culture.

## **CURRICULUM LINKS**

Every educational visit should also have clear curriculum links, identifiable in the various National Curriculum documents.

## **APPROVAL BY THE SCHOOL GOVERNOR/PROPRIETOR**

The School Governor/Proprietor **must** formally approve any off-site visit on behalf of the Head Teacher before it is advertised to students. This includes those that form part of or are associated with the timetabled curriculum, e.g. swimming, sports fixtures, for which annual approval can be sought. The Governor/Proprietor has the authority to do this in conjunction with the Head Teacher and Educational Visits Co-ordinator. A self-duplicating form has been devised for this purpose and is available from School Reception or the Educational Visits Co-ordinator. A copy of this form is shown in appendix B.

It would be advantageous to all parties if as much notice as possible could be given.

## **CALCULATING COSTS**

In addition to the obvious factors, e.g. travel, accommodation, admission costs etc., unless the visit is part of a travel package including insurance, the cost of insurance must be included. If the visit or any part of it occurs within school hours, the costs of supply teacher cover also need to be included. Administration costs, including reprographics, must be included too. It is also acceptable to include an element of cost as a contingency fund in order to cover incidental expenditure. For Activity Week fee-paying courses, an administration charge will be levied. The amount to be levied will be reviewed annually in July. For details of these costs, please see the School Finance Officer.

The accounts for any one trip will be closed immediately after the trip has taken place. It is, therefore, imperative that the School Finance Officer is informed of any outstanding debts at this time. For visits that are repeated year after year it is imperative that costs are recalculated every time the visit is planned rather than simply increasing the costs by a predetermined percentage.

In order to facilitate costing of an activity two sheets are available, "Costing Sheet – Activity Week" and "Costing Sheet – School Trip". Samples of both sheets are shown in appendix F of this document.

## **ROLE OF THE TRIP LEADER**

In the light of recent court cases, in terms of Health and Safety and legal responsibility the role of the Trip Leader and his/her decisions are sacrosanct. However, although the Trip Leader carries out delegated tasks on behalf of the School, the employer retains ultimate responsibility. Please refer to the previous section which defines the responsibilities of Leaders.

The Trip Leader **must** be a teacher. He/she has overall responsibility for the supervision and conduct of the visit including direct responsibility for the students' health, safety and welfare. The Trip Leader is the person exercising an enhanced duty of care throughout the venture. In other words, the Trip Leader is **always in charge** and, where the Trip Leader's knowledge of the group is superior to that of an activity leader, the Trip Leader must be willing to challenge or intervene to prompt a change of plan, including stopping an activity, if the safety of the group is compromised.

In the event of serious misbehaviour before a school visit, the Head Teacher will make the decision as to whether or not a student will be allowed to participate in consultation with the Trip Leader. During a school visit, the decisions of the Trip Leader as to whether or not a student participates shall be final. In the event of serious misbehaviour during the visit it may become necessary for the student to return home prematurely. Should this be so, the parents of the student concerned should be contacted and requested to collect their son/daughter from the visit venue at their own expense. The Head Teacher should also be advised, without



delay, of this sanction. Should a student be excluded from all or part of a school visit, all monies paid in respect of the visit will be forfeited. If a student is excluded before the visit takes place and another student can fill the vacancy, monies will be refunded wherever possible except for the non-returnable deposits.

With this in mind the Argyle House School “Form of Consent”, for both visits in the UK and abroad, contains an appropriate clause about the authority of the Trip Leader and sanctions in the event of serious misbehaviour.

Every educational visit should also have a named Deputy Leader. The Deputy Leader must work alongside the Trip Leader throughout the planning stages and be conversant with all arrangements made in order that he/she can deputise in the event of the Trip Leader becoming ill or unable to lead the visit for other reasons.

## CODES OF CONDUCT

A Student “Code of Conduct for all Out of School Activities” has been formally adopted by the School Directors. Parents and students should be asked to complete the Code of Conduct accordingly. A sample of this form is shown in appendix D of this document

The School Directors have also formally adopted the following “Staff Code of Conduct for Residential Visits:

“The Governing Body/Proprietor of Argyle House School expects that all adults acting *in loco parentis* on any school trip be mindful of responsible and proper behaviour, so that they are able to exercise their professional judgement at all times”.

It is perfectly acceptable for members of staff to consume alcohol during an off-site visit provided that this is within reason. Excessive drinking at any time is unacceptable. However, at least one member of staff should not be drinking.

## SUPERVISION

### Duty of Care

All adults connected with a visit or activity owe a duty of care to the young people they accompany in common law. Teachers taking a group away from the school have a higher duty of care. The duty of care expected is that of a reasonable, prudent and careful parent applying his or her mind to the school situation. The duty is continuous during the whole period of the visit and cannot be delegated to anyone else. Because teachers are trained, professional people, courts in the UK have tended to expect them to exercise a higher standard of care than that which is expected from the general public.

### Responsibility

The Trip Leader is responsible overall for the group *at all times*. They may, however, delegate supervisory roles to other adults in the group.

When delegating supervisory roles to other adults the Trip Leader should:

- Allocate supervisory responsibility to each adult for named students and ensure that all adults understand that they are responsible to the Trip Leader for the supervision of the students assigned to them.
- Ensure that each adult knows which students they are responsible for.
- Ensure that each student knows which adult is responsible for them.
- Ensure that each adult has the means to contact the Trip Leader and/or other supervisors.
- Ensure that each adult has knowledge of and clearly understands the Schools’ agreed emergency procedures policy.

Supervision can be close or remote but *is always 24 hours*, including home-stay visits, but supervisors are not expected to stay awake for 24 hours each day! In order that each adult supervisor gets quality rest and recuperation a duty roster should be arranged. It is essential that everyone involved in the visit understands the supervision arrangements and expectations.

## **Close Supervision**

Close supervision occurs when the group remain within sight and contact of the supervisor. Close supervision normally means that all supervisors:

- Have prior knowledge of the students including any special educational needs, medical needs and disabilities.
- Carry a list/register of all group members.
- Regularly check that the entire group is present.
- Have appropriate access to first aid.
- Ensure that each student knows what to do if they become separated from the group.

## **Remote Supervision**

Remote supervision occurs when, as part of planned activities, a group of students work away from the supervisor but is subject to stated controls as recorded in the risk assessment. The supervisor is present but not necessarily near or in sight. The Trip Leader still remains responsible for students during this time even though they are not in direct contact with them. When supervision is remote:

- Groups must be sufficiently trained and competent for the level of activity to be undertaken, including how to deal with emergencies.
- Students should understand and accept the expected standards of behaviour.
- Students will be familiar with the environment or similar environments and have details of rendezvous points and times.
- Clear and understandable boundaries must be set.
- There must be clear lines of communication between the students, the supervisor and the School.
- The students should know the whereabouts of the Trip Leader/supervisor and should have a means of contacting them.
- A student should never be on their own. It is advisable that they be in a minimum group of at least three students.
- The supervisor should monitor the group's progress at appropriate intervals.
- The supervisor will be in the activity area and able to reach the group reasonably quickly should the group need support in an emergency.
- There should be a recognisable point at which the remote supervision is completed.

Remote supervision will apply to the times during home-stay visits when students are with their host families.

## **Night Time**

In residential situations, during night time the security of the group is of paramount importance. The Trip Leader should ensure that, as far as is reasonably practicable:

- Teachers (of both genders where appropriate) have sleeping accommodation on the same floor and as near as possible to the students' accommodation.
- Child protection arrangements are in place to protect both students and staff.
- Where hotel/hostel reception is not manned 24 hours a day, security arrangements are in force to stop unauthorised visits.
- In the absence of 24 hour staffing of reception, external doors should be made secure against intrusion and windows closed as necessary to prevent intrusion.

- Where possible, internal doors should be lockable but staff should have reasonable access to student accommodation at all times.
- All staff and students know the emergency procedures/escape routes in the event of a fire or emergency evacuation.

### **Travel by bus or coach**

The Trip Leader should ensure that:

- Transport by road has seat belts and that students wear them at all times whilst the vehicle is moving. Failure to do so will result in a “severe clause” under the Discipline for Learning system.
- Supervisors are reserved seats that allow them to supervise properly. If a double-deck bus or coach is utilised there must be at least one supervisor on each deck.
- Students are supervised when boarding and alighting. A head count should be made on each occasion.
- Extra care is taken when alighting from a right-hand drive vehicle in a country that drives on the right as it is most likely that some doors will open onto the roadside opposed to the kerb side.
- Evacuation procedures, the locations of the first aid kit and fire extinguisher are known and understood by everyone, luggage is securely stored and emergency exits are kept clear.

### **Travel by air**

Airlines often have a Young Persons’ Liaison Officer who will be able to coordinate the activities of a school group whilst in the departure airport terminal and make any necessary in-flight arrangements.

The Trip Leader should ensure that:

- A base is established in the airport terminal whilst awaiting departure and upon arrival whilst awaiting delivery of the luggage.
- Luggage for the whole group is kept together.
- The airline crew are aware that the school group is on board. Some airlines request that students are readily identifiable, e.g. by means of a badge. However, for personal safety reasons, badges should not bear the students’ names.
- Supervisors are reserved seats that allow them to supervise properly.
- Students are supervised when boarding and alighting. A head count should be made on each occasion.
- Emergency procedures are known and understood by everyone, hand luggage is securely stored and emergency exits are kept clear.

### **Travel by boat/ferry**

Should the group be travelling as foot passengers, ferry companies will often make available a member of their staff to coordinate the activities of a school group whilst in the departure ferry terminal and make any necessary on-board arrangements.

The Trip Leader should ensure that:

- When travelling as foot passengers, a base is established in the ferry terminal whilst awaiting departure and upon arrival whilst awaiting delivery of the luggage.
- Luggage for the whole group is kept together.
- When travelling by vehicle, everyone should know the location of the coach, e.g. vehicle deck number and colour zone.
- Whether on foot or by vehicle, students are supervised when boarding and alighting. A head

count should be made on each occasion.

- A base is established on board the boat/ferry.
- The ships' crew are aware that the school group is on board. Some ferry companies request that students are readily identifiable, e.g. by means of a badge. However, for personal safety reasons, badges should not bear the students' names.
- Emergency procedures are known and understood by everyone, hand luggage is securely stored and gangways are kept clear.

## Travel by train

Railway companies will often make available a member of their staff to coordinate the activities of a school group whilst at the departure railway station and make any necessary in-travel arrangements, e.g. change of trains. It is possible for school groups to reserve seats free of charge on most main line trains.

The Trip Leader should ensure that:

- A base is established at the railway station whilst awaiting the arrival of the train and upon arrival whilst awaiting delivery of the luggage.
- Luggage for the whole group is kept together. Arrangements can be made for luggage to be loaded into the Train Managers' (ex Guards) Compartment of the train.
- Students are supervised when boarding and alighting. A head count should be made on each occasion. At least one member of staff should always be last to leave the platform or train.
- Supervisors are reserved seats that allow them to supervise properly. If the group is divided between more than one carriage there must be at least one supervisor in each carriage.
- The Train Manager (ex Guard) is aware that the school group is on board and what the travel arrangements are.
- Emergency procedures are known and understood by everyone, hand luggage is securely stored and gangways are kept clear.

## Staffing Ratios

When considering staffing of an activity or visit, it is essential to recognise that the following guidance represents the *minimum* level of staffing only and in reality will be determined by the risk assessment.

Adequate consideration must be given for the maintenance and welfare of the whole party in the event of one or more adults having to leave the group for any length of time. The following points need to be taken into account:

- The leader of any off-site visit or activity should be a teacher.
- There should always be a minimum of *two* adults with any party engaged in an off-site visit or activity.
- The gender balance of the group.
- The needs of individual students within the group including those with special educational or medical needs.
- Adventurous activities will usually require a higher staff : young person ratio.
- All residential visits should be accompanied by at least *two* adults. Where the group population is of mixed sex then *both male and female* adults should be present. This also applies to home-stay visits.
- For visits abroad, all groups of young people below sixth form level should be accompanied by at least *two* members of staff.

- The following ratios, for the Foundation Stage, Infants and Juniors:
 

Day or Part Day: EYFS (Foundation Stage)	1: No more than 3
Infants:	1: No more than 5
Juniors:	1: No more than 9

The following ratios, for young persons in Year 7 or above, should be followed for off-site visits:

Type of Visit	Leader : Young Person Ratio
Day or Part Day	1 : no more than 15
Residential (UK or abroad)	1 : no more than 10

### Young People with Special Needs

Where students are identified as having particular special needs this must be reflected in a higher staffing ratio, which must not be less than that which applies in school and in most cases will need to be higher. Staff would need to take into account the terms of the SEN and Disability Discrimination Act. ***All reasonable steps must be taken to include young people covered by the act.***

The SEN and Disability Act 2001 is now law. First, it places a duty on schools to plan in order to ensure that their schools are made more accessible to students with disabilities. The plan needs to include improving accessibility in terms of:

- The environment
- The curriculum
- Information.

Second, it places a duty on schools not to discriminate against a disabled student either intentionally or unintentionally where such discrimination can be prevented by taking “***reasonable measures***”.

There is considerable overlap between the definition of disability within the SEN Disability Act and the definition of students with special educational needs. The definition of a disability under the legislation is as follows:

***“A disabled person is someone who has a physical or mental disability which has an effect on his or her ability to carry out normal day to day activities”.***

The effect of this disability must be:

- Substantial (i.e. more than minor or trivial)
- Adverse
- Long term (has lasted or is likely to last for at least a year or for the rest of the person’s life).

Discrimination is defined as “treating disabled students less favourably and not making reasonable adjustments to avoid putting disabled students at a substantial disadvantage”.

Both aspects of the Act need to be considered when planning an off-site visit or activity where disabled students are involved. The assumption needs to be that disabled students are to be included in all off-site visits. Where their inclusion appears to require special adjustments a risk assessment should be undertaken, first in terms of the whole visit or activity and then a second risk assessment in relation to the inclusion of the individual student. The risk assessment should include details of any special aids and equipment that the student may need and, in particular, details of any such items to be brought from home or obtained prior to the visit. At this point a decision should be made as to whether the measures required to include the student are reasonable or not.

Where students have statements of special educational needs which provide support in school for access to the curriculum, and where the visit or activity takes place during term time, the level of ancillary support may be used at the same level as provided by the LEA for the statement. The school should, however, build the costs of the necessary support beyond this into its planning for the visit or activity so that it is included in the overall package. In certain circumstances, charity funding may be available for students with physical disabilities. For details please see the Educational Visits Co-ordinator.

For students with mobility difficulties who hold a “Blue Badge” for parking concessions, it may be beneficial for the Blue Badge to be displayed in the windscreen of the coach. Mention of this at the arrival of a venue may result in priority parking as close as possible to the venue entrance. Similarly, mention of a Blue Badge at a Ferry Port would usually result in priority loading such that the coach is parked close to the lifts on the vehicle decks. It may also be of significant benefit for a disabled student to carry some proof of their disability. Regrettably, word of mouth is often not sufficient proof of their disability.

### **Use of Voluntary Helpers**

Use of parents, or other voluntary staff or helpers including non-teaching staff, as supervisors is acceptable. They must be fully aware of the visit risk assessment, itinerary, special instructions, emergency procedures and any other relevant information. The role of Adult Volunteers is reiterated earlier in this document.

### **Child Protection & DBS Disclosures**

Should voluntary helpers, including student teachers, parents and partners of staff, be used on off-site visits it is imperative that appropriate checks are carried out in accordance with Child Protection legislation. The document Keeping children safe in education made changes to the law with the aim of preventing people who are barred by the Secretary of State from being directly employed by an LEA, School or College from getting around the ban by:

- Working as a volunteer; or
- Working in a business that is contracted to provide services to schools or students attending them.

Checks *must*, therefore, be carried out on any volunteer who:

- Accompanies a residential trip.
- Has regular long term contact.
- Is likely to be in sole charge of a student under 18 years of age on a one-to-one basis.

Irrespective of whether the volunteer has had a DBS check carried out by another body, it is the legal duty of the School to carry out a further check.

The person appointed to oversee the completion of DBS Disclosures is the Head Teacher and Disclosure Application forms are available from School Reception. The volunteer should be asked to complete a form before submitting it to the Office Manager. Guidance notes can be found on the DBS website, [www.dbs.gov.uk](http://www.dbs.gov.uk). Position applied for should be completed as “Volunteer” and the organisation is “Argyle House School”. Certain documents are also required in order to verify information on the completed form and these documents should be submitted to the Office Manager along with the completed form. The documents will be returned immediately after the Office Manager has carried out the verification process. The completed form will then be submitted.

The Head Teacher must be made aware of any prospective voluntary helpers and a copy of the completed form must be filed in School Reception. Since these checks are quite lengthy, as much notice as possible should be given. However, Education Personnel advise that if the School has submitted the appropriate form they have met their obligation. The volunteer will, therefore, be able to participate in the visit at the discretion of the Head Teacher.

Eventually both the volunteer and the Head Teacher will receive an acknowledgement and, hopefully, approval. The volunteer will also receive a Disclosure Certificate. The volunteer will be asked to present their Disclosure Certificate at School Reception in order that a record of the clearance date and disclosure number can be kept on file. Once approval has been obtained, should the same person accompany the School again it should not be necessary to submit another form unless the individuals’ circumstances have changed.

The Trip Leader should also gain assurances from any contractors that appropriate checks have been made for any of their staff who are likely to have access to students as part of their normal duties.

For further advice on DBS Disclosures please see the Head Teacher.

### **Children Accompanying Staff**

All staff should be aware of the problems that can arise when their own children accompany a particular visit or activity. In these situations a conflict of role may occur. Where staff do take their own children on a visit or activity the member of staff **should not** be included in the staffing ratios unless they are supervising at all times a group which does not include their own child.

### **STAFF ABSENCE**

Should a member of staff be absent from work due to illness they **must not** participate in any off-site visit. This is due to insurance and liability implications.

### **SAFETY MANAGEMENT SYSTEMS (RISK ASSESSMENT)**

Risk assessment and risk management are legal requirements. The aim is to make sure that no one gets hurt or becomes ill. The risk can be minimised by:

- Supervision (the level and method of).
- Protection (the implemented measures).
- Training (informing adult supervisors and students).

The School is only responsible for risk assessing those parts of the visit that it is organising. If services are being “bought in”, then the provider is legally responsible for risk assessing these parts of the visit. However, the School risk assessment should make note of this. A risk assessment is no more than a careful examination of what could cause harm to people during activities. In this way you can weigh up whether you have taken enough precautions to prevent harm or if you need to do more. The aim is to take all reasonable steps to make sure that no one gets hurt or becomes ill.

A written risk assessment **must** always be carried out before setting off on a visit or activity, whether residential, day or part day. This is normally undertaken by the Trip Leader, for which a pro forma is available from School Reception or the Educational Visits Co-ordinator. A sample of this form is included in appendix C of this document and a form template, in Word format, is also available on the computers in the General Office. The Trip Leader should use only the pro forma accepted by the School in order that the format is standardised such that anyone can read and understand the information without confusion. For “severity” and “likelihood” the categories to be used are “low”, “medium” and “high”.

The risk assessment should include the following:

- What are the hazards, and what level of risk do they offer?
- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the Trip Leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?

The risk assessment should also explicitly cover how special educational needs and medical needs are to be addressed. Recent changes in the Disability Discrimination Acts place new duties on the School not to discriminate against students for reasons relating to disabilities. Therefore, refusal to take a disabled student on an off-site visit must be justified otherwise it would be unlawful. The cost of making additional provision for the inclusion of a disabled student can be included in the overall cost of any visit.

When carrying a risk assessment, ask yourself this question – “Is what I am about to do such that I would do it if it was my own child?” Unless the answer is an immediate “Yes”, then don’t do it!

A copy of the completed risk assessment **must** be given to and approved by the Educational Visits Co-ordinator before the visit or activity commences. **The completed risk assessment must be read and understood by all staff accompanying the off-site visit and each member of staff should have a copy of the agreed risk assessment.** The risk assessment should also be made available to parents and displayed prior to the visit in order that participating students have the opportunity to read and understand its content.

The programme of a visit, as set out in the risk assessment, should not be deviated from. However, any risk assessment should be ongoing such that it can take account of, for example, illness of staff or students, changes in weather, or availability of activities. This also includes emergency situations. The Trip Leader and at least one other member of staff should reassess risks whilst the visit takes place. Ongoing risk assessments normally consist of judgements and decisions as the need arises. They must take account of local expertise on, e.g. tides, potential for flooding, volume of traffic, local hazards etc. Ongoing risk assessments are not usually recorded until after the visit but **must** be recorded as soon as possible when a copy should be given to the Educational Visits Co-ordinator. This is often referred to as “Plan B”.

The risk assessment should be made up of three levels:

- **Generic** – those elements likely to apply to the activity whatever and wherever it takes place, e.g. transport arrangements, illness, becoming lost.
- **Visit/Site Specific** – those elements which will differ from place to place and group to group, e.g. at a museum, sports fixture, theme park.
- **Ongoing** – to take account of, for example, changes in the weather, illness of a party member, availability of an activity.

A Risk Assessment database, in Word format, is available on the computers in the General Office along with instructions for its use. However, when using the database to compile a risk assessment, it may be necessary to make minor amendments in order to satisfy individual needs. Although the database is updated regularly, a list of risk assessments currently available is shown in appendix C of this document. Samples of completed risk assessments are also available, by request, from the Educational Visits Co-ordinator. Should colleagues need assistance in completing a risk assessment please see the Educational Visits Co-ordinator.

### **Risk Assessment and Contractors (Providers)**

Contractors (Providers) may include tour operators, outdoor education centres, farms, museums, activity centres etc., i.e. any services that are paid for. Contractors are responsible for assessing the risks of those parts of the visit appearing in the contract. Assurances should be obtained from contractors that risks have been assessed and that the contractor’s staff are competent to instruct/lead students of the group’s age and range on the activity. It is good practice to seek details of their safety management systems, i.e. obtain a copy of their risk assessment, and details of any independent, inspection-based external verification. However, the legal responsibility to provide risk assessment for these parts of the visit rests solely with the contractor.

### **Risk Assessment and Tour Operators**

The Trip Leader should check that the company shows due diligence in checking, for example, the safety and suitability of accommodation and transport (students should **not** be expected to share beds, the road transport **must** have seat belts). Details of insurance should also be obtained and checked. Should colleagues need assistance in this please see the Educational Visits Co-ordinator.

### **EXPLORATORY VISITS**

An exploratory visit should be made by any teacher who is to lead a group abroad, on a residential visit or in a location that is not familiar to them in order that they can gain first-hand knowledge of the area and facilities. This knowledge will then inform the risk assessment and pre-planning. Any costs incurred whilst making an exploratory visit can be included in the total cost of the visit. Some contractors (providers), e.g. school-travel specialist companies, may offer a pre-visit for the Trip Leader free of charge. This can enable the Trip Leader to gain a direct experience of the venue and environment and assist their appraisal of the contractor’s risk assessment. An “Accommodation Checklist” and an “Attraction Checklist” are shown in



appendix H of this document. Copies are available from School Reception and a form template, in Word format, is available from the School Reception.

If it is not possible for the teacher to visit the site/area beforehand, the Trip Leader must make every effort to collect all appropriate information. They **must** be able to satisfy the Educational Visits Co-ordinator that these alternative arrangements are sufficient for a risk assessment to be made.

Should it not be possible for the Trip Leader to make an exploratory visit, a reconnaissance visit should be made upon arrival at the venue whilst the rest of the group remain in a secure place or are supervised by other staff in an activity for which a risk assessment has been made. If using the facilities of a contractor, e.g. school-travel specialist company, the Trip Leader should also arrange a meeting with the local representative or manager in order that both parties can be kept fully informed and any concerns can be raised. Any points discussed should be noted in writing.

## **VISITS ABROAD**

In addition to all other advice contained in this document, visits abroad should include at least one adult with the ability to speak and read the language of the visited country.

### **Individual Passports**

All adults **must** hold a valid Individual Passport. It must, however, be noted that some countries may not allow in a traveller whose passport will expire within a few months of entry. The Trip Leader should check the passport details of all adults to obviate the risk of anyone being refused entry. Should any student be travelling using an Individual Passport similar checks must be made. Details for individual countries can be obtained by contacting the UK embassy or consulate of the relevant country or the UK Passport Agency. Should colleagues need assistance in this matter please see the Educational Visits Co-ordinator.

### **Collective Passports**

A Collective Passport can be held for between 5 and 50 students of British nationality. Students who do not have British nationality **cannot** be included. Similarly, adults of any nationality **cannot** be included. Both the Trip Leader and the Deputy Leader should be named on the document.

A Collective Passport application can now be made on-line and this is recommended by the UK Passport Agency. The "Collective Passport Application" form can be downloaded at <http://www.passport.gov.uk/> and it is also available on the computers in the Conference Room. Advisory notes relating to its completion can

also be found on the UK Passport Agency website. The completed form can be submitted by email to [durhamcollectives@ukpa.gsi.gov.uk](mailto:durhamcollectives@ukpa.gsi.gov.uk). However a hard copy, signed by the Leader and Deputy Leader, must also be sent along with the ID Cards and accompanying documentation but submitting an electronic version will speed up the application, especially if alterations have to be made.

ID Cards cannot be downloaded and, therefore, still need to be obtained from the Area Passport Agency Office. A supply is normally kept in school by the Educational Visits Co-ordinator.

A form "Collective Passport Questionnaire (Born in the UK)" is issued by the UK Passport Agency and **must** be submitted with the hard copy of the Collective Passport application. Should a student have been born outside the UK a different form "Collective Passport Questionnaire (Born outside the UK)" is required. Templates of both forms, in Word format, are available on the computers in the Conference Room.

The Passport Supporting Letter must now include the total number of students included on the Collective Passport application. Again, a form template "Passport Supporting Letter", as recommended by the UK Passport Agency for completion by the Head Teacher, is also available in the General Office.

When arranging Collective Passports, Care Orders and Wards of Court must be taken into account. The Head Teacher should be able to advise you of any students so affected. If a student is subject to a Care Order, foster parents will need to ensure that the Social Services Department consents, in writing, to any proposed trip. If a student is subject to a Ward of Court, the Head Teacher should seek advice from the court in

relation to trips abroad, in writing, well in advance of the proposed trip. For both students subject to Care Orders and Wards of Court, a copy of the consent should be made available to the Trip Leader and should be taken on the trip in the event of any Immigration problems. A copy must also be submitted when applying for the Collective Passport.

When participating in an Exchange Visit each student should hold a photocopy of the Collective Passport and their individual I.D. Card in their place of residence.

## **Visa Exemption**

Students who are not nationals of an EU country will need to travel using their own passport and will normally require a visa to travel to another EU country. However, a school can apply for visa exemption on behalf of the students. Details of visa exemption can be obtained from the Home Office or British Council. Should colleagues need assistance in this matter please see the Educational Visits Co-ordinator.

## **European Health Insurance Cards (EHIC)**

In order that members of the party are covered for medical treatment under EU reciprocal agreements, it is advised that the Trip Leader obtains a European Health Insurance Card (EHIC) for each participant. The Card has now replaced Form E111 which is no longer valid. The Card is **not** valid indefinitely. Trip Leaders should, therefore, check the expiry date on the Card. EHIC Application packs are available from School Reception or the Educational Visits Co-ordinator. Please note – The Card is not available from a Post Office, as was the Form E111, but must be applied for. The quickest way to obtain the Card is on-line at [www.dh.gov.uk/travellers](http://www.dh.gov.uk/travellers) when delivery is guaranteed within 7 days.

## **Customs Allowances and Prohibited Items**

A leaflet “A Customs Guide for Travellers entering the UK” (Notice1), gives advice about customs allowances when travelling both within and outside the EU. It also details prohibited and restricted goods. The leaflet is available in unlimited quantities via HM Customs and Excise National Advice Service, telephone 0845 010 9000.

## **Terrorism**

Should you have any concerns about terrorism, up to date advice is available from the Foreign and Commonwealth Office on their website, [www.fco.gov.uk/knowbeforeyougo](http://www.fco.gov.uk/knowbeforeyougo) and from the Home Office on their website, [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk). A section is also included in the risk assessment database for UK airports and UK ports. It must be remembered, however, that there are often exceptions in insurance policies

for claims under terrorism unless there is specific advice from the Foreign and Commonwealth Office **not** to travel.

## **Travel Advice**

Should you have any concerns about travelling to a particular country, up to date travel advice is available from the Foreign and Commonwealth Office on their website, [www.fco.org.uk/knowbeforeyougo](http://www.fco.org.uk/knowbeforeyougo). Once again, it must be remembered that there are often exceptions in insurance policies for claims under refusal to travel unless there is specific advice from the Foreign and Commonwealth Office **not** to travel.

## **Exchange Visits**

*Hasn't been used yet by the School.*

Detailed guidance is now available in a document by The Outdoor Education Advisers' Panel entitled “Young People's Exchange Visits”. This document is endorsed by the LEA and includes detailed advice and procedures including the need for Criminal Records Bureau (CRB) Disclosures and reciprocal checks. The advice from the LEA, however, is that relevant checks need to be carried out on the families hosting the home stay. This means:

- CRB checks for British families. If there is a cost implication, since the measure is to protect British students, it is not unreasonable to pass the cost of such a check to parents as part of the cost of the visit.

- A relevant check for reciprocating families in the country to be visited. Where equivalent checks do not exist, in general the head of the receiving establishment will be requested to verify that to the best of their knowledge hosts are suitable. The Outdoor Education Adviser **must** be informed if this is the case.
- If satisfactory evidence cannot be ascertained or if hosts refuse to supply the information the visit should **not** continue.

## USING ACTIVITY AND ADVENTURE CENTRES

The Activity Centres (Young Persons' Safety) Act 1995 makes provision for the regulation of centres and providers of facilities where children and young persons under the age of 18 engage in adventure activities, including provision for the imposition of requirements to safety. This Act is implemented by the Adventure Activities Licensing Regulations 1996. The Act does not extend beyond Great Britain so adventure centres abroad, even if provided by a British travel company, are not within the scope of these Regulations.

The Act requires any provider of named adventurous activities (known as "in scope" activities), covering over 20 main activities under the broad headings of Climbing, Caving, Trekking and Water sports, to hold a licence. The Adventure Activities Licensing Authority (AALA) provides this licence, on behalf of the Dcsf, after a satisfactory inspection. The aim of the adventure activities licensing scheme is to give assurance that good safety management is being followed so that young people can continue to have opportunities to experience exciting and stimulating activities outdoors while not being exposed to avoidable risks of death and disabling injury.

The following activities are within scope of the scheme:

- Caving**            Underground exploration in natural caves and mines, including potholing, cave diving and mine exploration but not parts of show caves or tourist mines which are open to the public.
- Climbing**        Climbing, traversing, abseiling and scrambling activities except on purpose-designed climbing walls or abseiling towers. 'Scrambling activities' includes gorge walking, ghyll scrambling and sea level traversing.
- Trekking**        Walking, running, pony trekking, mountain biking, off-piste skiing and related activities when done in moor or mountain country which is remote. Travelling in any place which is moorland (open uncultivated land at any height above sea level) or on a mountain above 600m and from which it would take more than 30 minutes travelling time (never more than 1.5k) to walk back to an accessible road or refuge is subject to licensing except for on piste skiing.

Skiing on piste does **not** require a licence.

- Water sports**    Canoeing (using canoes or kayaks), rafting (using inflatable or improvised craft), sailing (using sailing boats, windsurfers, dinghies or other wind propelled craft) and related activities when done on the sea, tidal waters or larger non-placid inland waters. Any stretch of inland waters, which is categorised at Grade II or above according to the International Canoe Federation classification or where it is possible to be more than 50m from the bank, is subject to licensing.

A licence is **not** required where it is not possible to be more than 50 metres from the nearest perimeter bank or for the use of rowing boats, powered or towed inflatables or rafts, and the larger sailing vessels that go to sea and are subject to Merchant Shipping Act certification.

It is important for any teacher to check whether a provider is licensable and, if so, holds a licence, before arranging to use adventure facilities. An activity provider is required by the terms of the licence to display the licence at the centre or have available the licence for inspection at any reasonable time. Any licence holder referring to the holding of a licence **must** state the adventurous activities covered by the licence and give the telephone number of the Licensing Authority.

To date, over 1000 providers hold licences but not all providers have to hold licences. Holding a licence simply means that the provider has been inspected and complies with the criteria for the Adventure Activities

Licensing Authority (AALA). A list of licensed Activity Centres can be obtained from the LEA Outdoor Education Adviser, or can be found on the AALA website: [www.aala.org.uk](http://www.aala.org.uk).

The group leader should also check the provider's arrangements for those elements not covered by the licensing scheme, e.g. accommodation, catering, supervision and recreation during the evenings and between adventurous activities. Group leaders and teachers retain overall responsibility for young people *at all times* during adventurous activities, even when the group is under instruction by a member of the provider's staff.

Everyone, including the students, must have an understanding of the roles and responsibilities of the School staff and the provider's staff. Group leaders and other responsible adults should intervene if they are concerned that the students' safety may be at risk.

Most reputable UK adventure centres that are outside the scope of licensing are members of the British Activities Holiday Association (BAHA) and are subject to their code of practice and inspection. Details of their members can be found on the BAHA website: [www.baha.org.uk](http://www.baha.org.uk).

## SWIMMING

In simple terms:

- A member of the team *must* be suitably qualified in life saving. For outdoor activities, e.g. pond, lake, river, sea, this *must* be a life-saving qualification for open water.
- One adult *must* always stay out of the water for better surveillance.
- The LEA recommended student/teacher ratio of 20:1 should not be exceeded.
- Additional measures must be taken if the swimming is in the sea or other natural waters. Paddling in open water is categorised as swimming.

Further advice has also been given by the Dcsf in the supplements to HASPEV and the leaflet "Group Safety at Water Margins".. In simple terms:

- Swimming and paddling *must not* be allowed as an impromptu activity. In-water activities should only take place as part of a pre-arranged programme when a proper risk assessment has been completed and proper measures put in to control the risks.
- The activities *must* be formal and closely supervised.

All participants involved in water activities must be confident in water. The ability to remain calm on sudden immersion is of greater importance than the ability to swim a prescribed distance. A combination of water confidence and proven swimming ability, however, is highly desirable.

## FORMS OF CONSENT

### Individual Visit

A "Form of Consent" *must* be completed by parents for every student participating in an off-site visit. Samples of such forms, for visits in the UK and Europe, are shown in appendix D of this document. These samples have been prepared on computer and are available from School Reception so that the appropriate version can easily be modified and reproduced for your activity. Please see colleagues in School Reception at least two weeks before the forms are required. If the visit is abroad, a blank Form of Consent translated into the appropriate language, should also be taken.

A similar form "Information for Adults" is also available. Samples, for visits in the UK and Europe, are shown in appendix E of this document. Form templates, in Word format, for both "Forms of Consent" and "Information for Adults" are also available from the School Reception.

If a student is subject to a care order, foster parents will need to ensure that the Social Services Department gives written consent to any proposed trip abroad. If a student is a ward of court, the Head Teacher should

seek written advice from the court in relation to school journeys and activities abroad well in advance. In both cases, the Trip Leader should take a copy of the written consent with them on the visit.

Forms of Consent and Information for Adults must be taken with you on the visit so that you have the necessary written permission and relevant information in the event of medical treatment being required by a member of the group. Copies should be made for other supervisors as necessary.

### **Frequent Off-site Visits**

For off-site visits that occur frequently within the school academic year, e.g. swimming, sports fixtures, parents are requested to complete an Annual Form of Consent. A copy of the Annual Form of Consent is shown in appendix D of this document. These will be sent out to parents, via students, at the start of the autumn term. They should be returned to the Educational Visits Co-ordinator who will make arrangements for their collation and filing. Tutor group lists of forms returned will be compiled. Copies of these lists will be held in Reception, the Staff Common Room and the P.E. Office in addition to by the Educational Visits Co-ordinator. Any member of staff requesting copies of the completed Annual Forms of Consent should see the Educational Visits Co-ordinator.

### **Jehovah's Witness Letter of Consent**

In the case of students who are Jehovah's Witnesses the School has now introduced a Letter of Consent clearly outlining the medical exclusions to be imposed. The letter should be completed prior to commencement of the visit or activity. The completed letter along with a copy of the young person's Medical Directive/Release Card should be attached to the Form of Consent and taken on the visit. The Letter releases the School and staff acting on behalf of the establishment, from any liability for any consequences arising from such exclusions and also in the event that such documentation is not available or information communicated to medical staff. A sample letter is shown in appendix E of this document.

### **Roll Lists**

A list of names, addresses, ages and brief medical history should always be carried by the Trip Leader. It is also advisable for all other adults to have copies of this information, within the considerations of some information being of a confidential nature.

## **INSURANCE**

The School is insured for any legal liability arising from claims for damages resulting from injury to young people caused by negligence of its employees or officially authorised adults carrying out their statutory duties. This cover extends to organised outdoor visits at home or in the rest of Europe.

There is no cover for personal accidents to young people involved in organised visits and so there is no provision for automatic compensation.

The School's cover does extend to the use of private vehicles to transport young persons.

If the educational visit is part of a package, organised through a travel company, it is possible that the package will include insurance. However, should this be the case, it is important to obtain a copy of the insurance policy and read it carefully in order to check the extent of the cover. If the package, for example, does not include transport, such that you make your own bookings with a coach operator, the insurance included in the package would not normally cover the journeys to and from the venue. Although it may be argued that the coach operator would provide such cover, this cover would not extend to any stops during the journeys whereby students leave the vehicle. It would be necessary to take out extra cover in order to be protected for this part of the visit. Some travel companies offer an increased amount of cover upon payment of additional premiums. Alternatively, additional cover can be provided under the School Trips/Off-site Activities Policy mentioned below.

## **HIRE OF BUSES AND COACHES**

In order to comply with the latest DfE Risk Assessment guidelines, when hiring a bus or coach the Trip Leader should verify the following points:

- That all bus/coach drivers employed by the company are legally and physically fit to drive buses/coaches when transporting students in as much as they hold the correct level of driving licence and do not suffer from any known medical condition which would prevent them from driving.
- That buses/coaches upon which students will travel are legally fit for public transport, in as much as they are taxed, insured and have passed an MOT test and other appropriate safety standards.
- That all buses/coaches have seat belts fitted to all seats and in working order.
- That there will be an appropriate number of drivers when travelling on long journeys or when travelling abroad (i.e. two or more drivers for continental journeys as necessary).
- That coach drivers who are likely to be in a one-to-one situation or accompany and stay with a group on a residential visit are DBS checked.

The following advice for assisting students with the fastening of seat belts:

If a member of staff or other adult is assisting a child to put on a seat belt, physical contact with the child must be minimal and only such as is necessary to put on the belt. Staff are advised to undertake such actions in the presence of other adults.

With regard to the wearing of seat belts in Europe, it is School policy that seat belts be worn irrespective of the laws for the particular country. Should continental vehicles be used, the Trip Leader should check that seat belts are fitted at the time of hiring.

The School also recommends that buses, as opposed to coaches, are *not* used for long journeys. A travel time of 2 hours on local roads (i.e. non-motorway) is considered to be a reasonable maximum use of a bus.

## **USE OF MINIBUSES**

Please refer to the School Transport Policy, which covers the School's minibuses.

## **USE OF PRIVATE CARS**

Please refer to the School Transport Policy.

## **FINANCES**

All monies collected and spent must be carefully recorded and, after the visit, accounts must be audited. It is, therefore, imperative that all monies received for educational visits are paid to the School Finance Officer.

Should you collect monies directly from students all payments must be recorded using a "School Trip Register", a sample of which is included in appendix F of this document. Such information will be of immense use in the event of the cheque 'bouncing'. Should a student withdraw from the trip the School Finance Officer should make any refund. Upon completion of the visit the School Trip Register should be handed to the School Finance Officer.

It is important to point out that, should you agree to collect monies, you are responsible for it while it is in your possession and safekeeping.

Should you ask students to make payments direct to the School Finance Officer these should preferably be made during morning registration or at morning break.

On no account should monies be held for direct payment for services received in connection with a visit. All outward payments, however small, must be made through the School Finance Officer. However, should petty cash be required for a visit this can be supplied by the School Finance Officer when at least one week's

notice should be given or, for foreign currency, two weeks notice. A form “Off-site Visit Petty Cash” must be completed by the Trip Leader and submitted to the School Finance Officer for authorisation by the Head Teacher when requesting the petty cash. Separate forms are required for each type of currency requested. Following authorisation, this form will be issued with the sum of petty cash requested. A sample of this form is also included in appendix F of this document, along with a sample of how it should be completed. These forms are available from the School Finance Officer. Invoices and receipts, must be obtained for all payments made wherever this is practicable, which should be in most cases. Upon return from the visit the completed Off-site Visit Petty Cash form along with invoices, receipts and unused cash, should be returned to the School Finance Officer. On no account should teachers put money received for educational visits into their personal bank account, even for a short period.

For further advice on finances please see the School Finance Officer.

## **FIRST AID PROVISION**

First aid provision must be made for all off-site activities including day, residential and home stay visits, in accordance with the Health and Safety (First Aid) Regulations 1981. It is strongly recommended that one competent adult is delegated the responsibility for first aid and this fact should be known to all students and other supervisors. ***On residential visits and foreign visits at least one adult must hold a valid first aid certificate.*** On any kind of visit the nominated person should have a good working knowledge of first aid appropriate for the level of activity to be undertaken.

First aid kits and buckets are available, by request, as explained in detail in the School Policy “First Aid Provision”.

In the absence of a parent, a teacher ***must*** accompany any student requiring medical treatment.

Since there are times when the first aid kits and buckets are in great demand, it is important that they are returned as soon as possible after completion of the off-site visit.

## **ADMINISTRATION OF MEDICINES**

Please, refer to the policy in the Staff Handbook.

## **REPORTING OF ACCIDENTS/INCIDENTS**

Please, refer to the School’s Health & safety Policy

## **RECORDS OF INFORMATION IN SCHOOL**

Copies of all letters and information relating to any school visit should be filed in School Reception. This information will be vital to reception staff and/or senior management in the event of any queries from parents or in the event of any kind of emergency. Copies should also be passed to your local contact in the event of information being required out of school hours.

In the light of previous tragedies involving groups from other schools, it is clear that we should have detailed information to hand in School for all participants in an educational visit. For off-site visits during normal school hours the minimum information deposited in School Reception ***must*** be a list of the name and tutor group for each participating student, and a list of participating adults. In the event of an emergency School staff will be able to obtain contact information from School records. However, better still and ***a must*** for all off-site visits that include time out of normal school hours, forms “Details of School Visit”, “Contact Information for Students” and “Contact Information for Adults” have been designed for this purpose and are available from School Reception or the Educational Visits Co-ordinator. Samples of these forms are shown in appendix G. The forms should be completed before the party departs. They include the recording of vehicle registration numbers and a column (✓) to indicate whether or not a person is present in the party, hence the reason for updating immediately before departure.

After final completion a copy of the forms should be left in School Reception or, in the case of departure out of school hours, placed in an envelope and pushed through the letterbox of the main door. A copy of this information should also be left with your local contact.

It is hoped that it will never be necessary to use such information but we feel it is wise to be prepared. Such information will be destroyed after the group has returned from the visit.

For Exchange Visits a list of participating students, along with their hosts' names and addresses, should be left in School Reception. The names of accompanying staff, along with their hosts' names, addresses and telephone numbers, should also be lodged in School Reception. Again, a copy of this information should also be left with your local contact.

## **MOBILE PHONES**

At the discretion of the Trip Leader, it is School policy that students are allowed to take mobile phones on educational visits but they should be used for *emergency purposes only*. However, as in School, students will be responsible for their own belongings. Due to child protection issues *mobile phones should not be used for taking photographs*. For personal safety reasons, students should be advised not to carry mobile phones in a prominent and vulnerable position. On trips abroad, the cost implications of making calls from abroad should also be pointed out to students.

Mobile phones, however, can be a vital lifeline on Exchange Visits. Staff should make arrangements whereby they can be contacted at all times when the group is not under close supervision. Each student should have the contact telephone number and should know an emergency code, e.g. a word or a phrase, to be used to indicate that there is a serious problem and help is needed.

## **EMERGENCIES**

### **Emergency procedures for Off-Site Visits**

In spite of good planning and organisation, there may be accidents and emergencies that require an on-the-spot response. In the first instance the Head Teacher should be contacted by telephone, at School during school hours and at home out of school hours. Home telephone numbers can be found on the sheet detailing action in the event of school closure and are also available from School Reception or the Educational Visits Co-ordinator. Details of the Schools' agreed emergency procedures, including key telephone numbers, are also available on a pocket-sized laminated card and should be carried by every visit supervisor. Members of the senior staff would then use the records of information in School to contact parents as necessary.

### **Crisis Line**

Should a major accident, emergency or tragic event occur during an educational visit, for example the coach being involved in a crash, the LEA has established a *Crisis Line* where 24-hour support is available. An officer of the LEA will take responsibility for helping you manage the crisis and its aftermath, including dealing with the press and media. They will know whom to involve to meet your specific needs. They have been trained to help you with the many problems that will arise from such an event. Ringing one number will immediately put this support into action. A credit card size card, with brief 'aide memoire' and telephone numbers, is available from School Reception or the Educational Visits Co-ordinator. "Your contact number" is that of School Reception and the "Out-of-Office hours" is that of the Head Teacher. Details of Crisis Line are also included on the emergency procedure pocket-sized laminated card. It is hoped that this service will never need to be used by this School but it is best to be prepared.

### **Use of mobile phones**

In any emergency situation it is advisable to instruct students *not* to use mobile phones unless they are summoning help, e.g. the emergency services. The wrong information transmitted to the wrong people can cause hysteria, panic and undue distress. All information should be disseminated by the Trip Leader, School or Crisis Line, as is appropriate.

## **CONTACT WITH SENIOR MANAGEMENT**

In the event of anything going wrong during an educational visit, including incidents of serious misbehaviour and near misses, the Head Teacher should be informed immediately by telephone, at School during school hours and at home out of school hours. If not available a person from the senior management team should be contacted. Home telephone numbers can be found on the sheet detailing action in the event of school closure



and are also available from School Reception or the Educational Visits Co-ordinator. Key telephone numbers are also included on the emergency procedure pocket-sized laminated card. Remember, a problem shared is a problem halved! It is also better that the Senior Management hear about the incident first hand rather than from another parent.

## TELEPHONE TREE

In the event of any problems arising during the visit, such as an earlier or later return to School than published, it is *imperative* that you construct and circulate a “Telephone Tree” in order that information can be relayed to all concerned in the minimum amount of time and at a minimum cost to any individual. The “Telephone Tree” should begin with a local number that parents can ring, day or night, for information in the event of an incident during the visit or advice about the time of return. The School telephone number can be used between 0830 and 1600 hours Monday to Friday in term time but an alternative number should be given for use out of school hours. Since parents may wish to contact someone out of school hours, the local contact should be an intermediary between the group, School and parents. Ideally the local contact should be a member of the School staff.

It is however, acceptable to use a partner of a participating member of staff provided that the partner has copies of all the information relating to the visit, and has knowledge of the emergency procedure, including key telephone numbers, as detailed previously. Should the Educational Visits Co-ordinator not be involved in the actual visit he is willing to be the local contact.

Some parents may wish to choose not to be included on a “Telephone Tree”. However, should this be the case, it is for the parents concerned to inform you of their wish. In order to prevent unnecessary personal expense, the onus should then be for them to contact you in order to check upon details of the visit.

A form template for the construction of a Telephone Tree, in both Excel and Word formats, is available on the computers in the Conference Room.

## USE OF PORTABLE ELECTRICAL EQUIPMENT

Any portable electrical equipment taken to be used by the group at a venue is subject to the Electricity at Work Regulations and, therefore *must* have been tested within the last twelve months. Each appliance should carry a label indicating the date that the electrical test was carried out.

## USE OF VIDEO AND DVD PLAYERS

Should you use, or allow the use of, any video or DVD during the journey or any part of an educational visit, you must ensure that the certification is appropriate to the age of *all* students in the group. Full details of the film classification categories can be found at [www.bbfc.co.uk](http://www.bbfc.co.uk).

Viewing of any commercial DVD or video is *not* covered by the school site Public Video Screening (PVS) Licence. If a commercial DVD or video is to be shown it is the responsibility of the school staff present to ensure that the venue holds a PVS Licence. In the case of a coach, it is the responsibility of the coach company to hold a PVS Licence.

## STUDENT PHOTOGRAPHS

Sets of student photographs can be provided from the School Database upon request from School Reception when at least two weeks notice should be given. Such photographs may prove to be very useful for identification purposes, for example in the event of a student becoming lost.

## COMPLAINTS

All complaints are best dealt with as and when they arise. However, should the nature of your complaint be serious or such that you do not receive satisfaction, the best course of action would be to put your complaint in writing. The Head Teacher *must* see such letters of complaint before being sent and copies should be given to the Head Teacher and the Educational Visits Co-ordinator. Legally, the recipient should act upon all complaints received in writing.

## **UPON RETURN FROM AN OFF-SITE VISIT**

Upon return to School the Trip Leader should notify both the local contact and the Head Teacher of a safe return. A short telephone call will fulfil this requirement.

## **EVALUATION**

Upon return to School a review and evaluation should be carried out as soon as possible. For this purpose a simple form has been designed and is available from School Reception or the Educational Visits Co-ordinator. A sample of the form is shown in appendix I of this document

Leaders should also ensure that upon completion of a visit or activity a complete file of names, addresses, insurance arrangements, contacts, procedures, etc. is kept for at least three years. This information would be required in the event of any future claim arising from any incident that may occur on the visit.

## **VISIT PLANNING CHECK LISTS**

May we stress how important it is, for your own legal protection, that the afore mentioned procedures and the appropriate forms are completed at the correct time for all out-of-school activities, that is part-day, full day and residential visits, whether in school hours or out of school hours. With this in mind two checklists have been devised, one for day trips and one for residential trips. Samples of the checklists are shown in appendix H of this document and copies for your personal use are available from School Reception or the Educational Visits Co-ordinator.

## **THE FINAL WORD**

It is worth pointing out, to both students and parents, that it is not possible for anyone to guarantee 100% safety. The Trip Leader and supervisors, however, will retain the same overall pastoral responsibility that they have when teaching students in school and this is well established in law. The law requires teachers to do everything reasonably practicable to ensure the safety of everyone in the party, and the leaders will use their skills and experience as adults and teachers to protect the health, safety and welfare of their students. In short this means that teacher leaders will act with the degree of care that any responsible parent would demonstrate for his/her children's safety.

To quote a high profile lawyer, "If you think Health and Safety is expensive, try having an accident!" The same might be said of educational visits!

This Policy is a living document and will be regularly reviewed by the Educational Visits Co-ordinator who, in turn, will report to the Head teacher and/or School Directors/Governor. Its procedures will be monitored and reviewed annually.

## **APPENDIX A**

## **USEFUL REFERENCES**

## **REFERENCES**

- Administrative Memorandum 34 – Recommendations for the Conduct of Swimming, Leicestershire County Council Education Department.
- Administrative Memorandum 89 – Charging for School Activities, Leicestershire County Council Education Department.
- An Applicant's Guide to Completing the CRB Application Form, Criminal Records Bureau.  
<http://www.crb.gov.uk/Default.aspx?page=410>
- Annual Insurance Cover for Off-site Visits/School Trips, Leicestershire County Council.
- Annual (School Journey) Off-site Activities Personal Accident & Travel Insurance, Groupama Insurance Company Limited.
- Applicant's Guide to the CRB's Disclosure Service, Criminal Records Bureau.  
<http://www.crb.gov.uk/Default.aspx?page=410>
- Beyond the Classroom, National Union of Teachers.
- Charging for Education: Points of Law, Quick Guides for School and College Management.
- Charging for School Activities, Association of Teachers and Lecturers.
- Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service, Department for Education and Skills.
- Code of Practice No. 5 – Administration of Medicines in Schools, Leicestershire County Council Education Department.
- Code of Practice No. 6 – Insurance, Leicestershire County Council Education Department.
- Code of Practice No. 7- Reporting of Accidents, Incidents. Dangerous Occurrences and Assaults, Leicestershire County Council Education Department.
- Code of Practice No. 11 – Guidance for the Conduct of Educational Visits and Adventurous Activities, Leicestershire County Council Education Department (2005).  
[www.leics.gov.uk/education/oe](http://www.leics.gov.uk/education/oe)
- Code of Practice No. 14 – Policy on Driving on LEA Business, Leicestershire County Council Education Department.
- Collective Passport Application Form, UK Passport Agency, [www.passport.gov.uk/](http://www.passport.gov.uk/)
- Collective Passport Questionnaire (Born in the UK), [www.passport.gov.uk/](http://www.passport.gov.uk/)
- Collective Passport Questionnaire (Born outside the UK), [www.passport.gov.uk/](http://www.passport.gov.uk/)
- Criminal Records Bureau (CRB), Leicestershire County Council Education Department.
- Educational Visits, NASUWT.
- European Health Insurance Card Application Pack, Department of Health.
- Financial Regulations, Leicestershire County Council.
- First Aid Provision, Lutterworth High School.
- Five Steps to Risk Assessment, Health & Safety Executive.  
[www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)
- Governor's Policy on Pupils Charges and Remissions, Lutterworth High School.
- Group Safety at Water Margins, DfES.  
[www.teachernet.gov.uk/visits](http://www.teachernet.gov.uk/visits)

Guidance on First Aid for Schools, Department for Education and Skills.

[www.teachernet.gov.uk/firstaid](http://www.teachernet.gov.uk/firstaid)

Health Advice for Travellers, Department of Health.

Health & Safety Circular G33/96 – Crisis Line and Emergency Planning for Schools, Leicestershire County Council Education Department.

Health and Safety (First Aid) Regulations 1981.

Health and Safety of Pupils on Educational Visits (HASPEV) and its Supplements, Department for Education and Skills.

[www.teachernet.gov.uk/visits](http://www.teachernet.gov.uk/visits)

Health and Safety: Responsibilities and Powers, Department for Education and Skills.

[www.teachernet.gov.uk/responsibilities](http://www.teachernet.gov.uk/responsibilities)

Hobsons School Travel Organiser's UK Handbook, Hobsons Publishing PLC.

Looking into The Package Travel Regulations, Department of Trade and Industry.

Transport Policy, Argyle House School

Planning an Educational Visit, Chris Lowe, The School Travel Forum.

[www.educationaltravel.org.uk](http://www.educationaltravel.org.uk)

Safety on School Journeys, National Union of Teachers.

Safety on School Trips: A Teachers and the Law Booklet, Professional Association of Teachers.

Supporting Pupils with Medical Needs: A Good Practice Guide, Department for Education and Skills.

[www.teachernet.gov.uk/medical](http://www.teachernet.gov.uk/medical)

Taking Students Off-Site, Association of Teachers and Lecturers.

The Activity Centres (Young Persons' Safety) Act 1995.

The Adventure Activities Licensing Regulations 1996.

The Disability Discrimination Act 1995.

The Education (Teachers) (Amendment) Regulations 1998

The Package Travel, Package Holidays and Package Tours Regulations 1992, Department of Trade and Industry.

The Package Travel, Package Holidays and Package Tours Regulations, Secondary Heads Association.

The Education (Teachers) (Amendment) Regulations 1998.

Young People's Exchange Visits, The Outdoor Education Advisers' Panel.

**APPENDIX B**

**APPROVAL AND NOTIFICATION FORMS**

Details of a Proposed School Visit

Form A1: Notification of School/College Residential Visits





