

Educational Visits Policy

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Policy for undertaking educational visits

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Introduction and definitions

RGS Worcester recognises the immense value that educational visits provide for the development of cross curricular skills and to personal and social education.

The aim of this policy is to encourage educational visits by providing staff with a system which will give them the confidence to plan and carry out such trips knowing they are following recognised best practice and have done all they can to ensure a safe and successful visit.

For the purposes of this policy an educational visit is any event which takes place off the school premises.

Negligence

“negligence is the omission to do something which a reasonable man would do, or doing something which a prudent and reasonable man would not do.” Judge Alderton in *Blyth v Birmingham Waterworks* (1856)

There has to be a duty of care owed and that a reasonably foreseeable breach in this duty of care occurred. To sue there has to be physical and/or emotional damage to people or a person and/or damage to property.

To ensure that the school is adhering to its responsibilities, and to minimise the risk of a breach of duty of care, it will ensure that:

1. The leader is qualified/or competent to run the activity/expedition at the level required and that appropriate and adequate supervision is provided.
2. The staff:pupil supervision ratio is sufficient in accordance with the age of the pupils and the activities being undertaken.
3. All reasonable steps have been taken to ensure the safety of the environment and equipment.
4. The group have been taught about the need for safety and have been warned against foolhardiness in a manner appropriate for their age, intelligence and experience.
5. The group have been systematically prepared for the activities, including attention to footwear, clothing and equipment.

6. The activity and the manner in which it is carried out is compatible with regular and approved practice in other similar activity/expedition situations.
7. Parents have signed an appropriate informed consent form.
8. A comprehensive risk assessment had been carried out, documented and communicated to all concerned.
9. Leaders were aware of any special needs within the group and had taken appropriate action to cater for them.
10. All procedures were carried out following organisational guidelines.
11. Incidents were handled without undue delay, following organisational guidelines. **1 Roles and responsibilities**

The Headmaster

1. Is notified of all trips and visits away from school that involve travel to an international destination and/or might include any physical activity deemed to be of medium or high risk.
2. Is able to access and scrutinise the details of all trips and visits on EVOLVE.
3. Allocates time and resources for training.

The Senior Deputy Head

1. Approves all trips and visits away from school except those considered to be a routine and integral part of school life (eg. away sporting fixtures, visits to other schools for competitions, visits by individual students to universities, etc.)
2. Is able to access and scrutinise the details of all trips and visits on EVOLVE.

The Educational Visits Coordinator (Assistant Head (Co-curricular)):

1. Ensures all visits comply with school policy and Leaders upload all relevant paperwork onto EVOLVE.
2. Approves all trips and visits away from school except those considered to be a routine and integral part of school life (eg. away sporting fixtures, visits to other schools for competitions, visits by individual students to universities, etc.)
3. Assesses the competence of the Trip Leader and the staff attending as outlined in Section 4. The criteria used will be the reason why they wish to lead the visit, their qualifications to do so, their organising ability, their skill and/or fitness levels, their proven level of responsibility, their competence regarding assessing risks and their experience in leading or participating in similar trips.

4. Ensures risk assessments are suitable and sufficient and that they address all obvious hazards, that a contingency plan (plan b) is in place and that emergency procedures are adequate.
5. Organises training and induction.
6. Reviews systems and practices.
7. Produces an annual trips list for parents.
8. Ensures the School keeps a list of staff qualifications.

The Trip Leader:

1. Liaises with the Educational Visits Coordinator (EVC).
2. Ensures that the visit is formally approved prior to undertaking the visit.
3. Takes responsibility for the supervision and conduct during the visit including being responsible for the pupil's health, safety and welfare.
4. Is accountable, confident and competent to lead the visit.
5. Does not have a group of pupils to look after directly if the group is large and it is a residential trip.
6. Knows and adheres to the school's policies and procedures.
7. Plans and prepares for the visit and assesses the risks in discussion with the Assistant Head (Co-curricular).
8. Ensures adequate safeguarding is in place, and any issues have been addressed.
9. Ensures that a plan b is in place for eventualities such as a coach breaking down, it being too wet for the activities.
10. Defines the roles and responsibilities of other staff and pupils, briefs them and ensures effective supervision of what they do. Ensures all staff and pupils know who is the Deputy Trip Leader.
11. Ensures that all accompanying members of staff have access to a copy of the trip pack that includes; the nature and location of the visit, a copy of the trip form from Evolve and the risk assessment, an up-to-date itinerary including all accommodation details, pupil contact and medical details as well as a copy of the emergency trips procedure and school insurance details, a copy of staff contact details, including the staff emergency contact. A copy of the trip pack must also be available on Evolve for the Emergency Contact.
12. Ensures there are suitable first aid provisions available.
13. Ensures all information sent to parents has been checked by the Assistant Head (Co-curricular).
14. Ensures parents are informed and give informed consent.

15. Residential trips and/or those that involve remote supervision of pupils will need to provide pupils and parents with a phone number that can be used in the case of an emergency, these will be provided by the school and should not be a member of staff's personal number. This number should be communicated to parents and pupils prior to the commencement of the trip. School phones can be obtained from the Co-curricular Administrator in Whiteladies.
16. Discusses financial matters with the Bursary at an early stage. This will include the financial arrangements for any part-time member of staff on the trip.
17. Reports any accidents, incidents or near misses.
18. Dynamically risk assesses activities during the trip to ensure that risks are reduced so far as is reasonably practicable (i.e. in response to any sudden, unexpected changes in circumstances, for example sudden changes in the weather conditions).
19. Evaluates all aspects of the visit.
20. Liaison with Pastoral staff regarding pupils with specific needs and necessary adaptations to Risk Assessments.

Other staff on the trip:

1. Takes responsibility for their own health, safety and welfare as well as those pupils and others allocated to them.
2. Carries out activities in accordance with instructions from the Trip Leader.
3. Is aware of the contents of the trip pack.
4. Informs the Trip Leader of any serious risks or concerns.

Emergency Contact:

Assumes the role as link between school, trip and parents out of hours – during the school day it will be Reception.

Pupils on the trip:

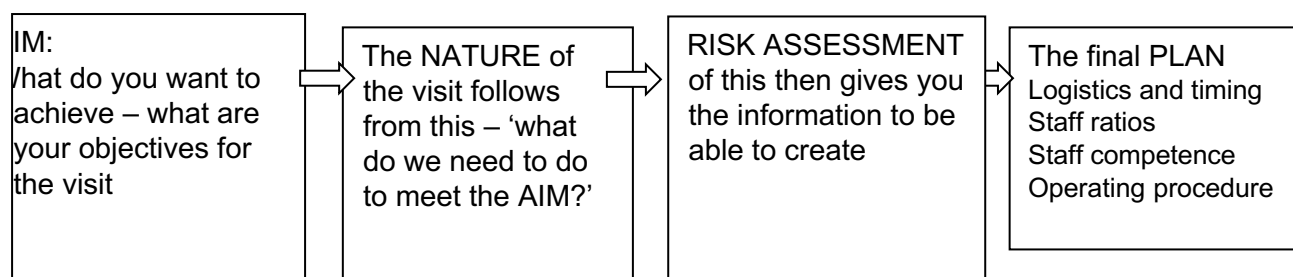
1. Are responsible for seeking permission to go on a trip during term-time from all members of staff whose lessons and activities will be missed outside of field day.
2. Behave appropriately and advise on any health and safety issues during the trip,

2. Planning visits

Planning:

This section is designed to provide practical guidance on the key elements of the educational visits planning process.

There are four key elements to devising a plan for a visit:



The planning and review process:

The four stages in the planning, approval, briefing and evaluation processes provides a system that will help the Trip Leader to plan visits and ensure that:

1. All significant risks are considered, assessed and managed
2. Those who need to know are informed about what the risks are
3. Everyone can accept their part in the management of risks.

Stage 1:

The initial approval of the outline proposals by Senior Deputy Head and EVC and information to parents

Some fundamental judgements have to be made by the EVC and the Senior Deputy Head to ensure that the proposed plans have addressed the key issues for educational visits and that the ethos and practice of the school is reflected. The following checklist provides a useful starting point:

☐

The proposed activities, duration and venues match the age, number and maturity of the group.

☐
☐

The Trip Leader has appropriate training, experience, qualification, organisational skills, personal qualities, fitness, knowledge of the group and environment, prior experience of leading or assisting in leading the activity.

The Deputy Leader is able to replace the Trip Leader, should the leader leave the school before the visit takes place.

☐

There will be sufficient supervisors with moderate experience and aptitude for the proposed group size.

☐

The target pupil group and size have been agreed, together with criteria for inclusion of individual pupils with particular needs.

☐

There are clear principles for the choice of contracted agencies (best value, good health and safety record).

☐

Specialist qualifications of school and contracted staff are appropriate.

☐

Accommodation requirements, including fire and security, have been specified as a condition of booking.

☐

Elements of travel have been agreed as a condition of booking .

☐

Insurance details are agreed and summarised for parents.

☐

Outline costs have been checked and allow for contingencies.

☐

Paying-in and accounting procedures are in place and understood.

☐

First hand knowledge of venues and activities will be available.

☐

A decision has been made whether or not to undertake a pre-visit.

☐

Format of letters to parents has been checked by the EVC.

☐

A decision has been made to hold a parents' briefing or to send out further information by letter only.

Stage 2:

Planning, risk assessment and management

A discussion about the risk assessments for the visit and gaining informed parental consent with the EVC is essential.

It is the responsibility of the Trip Leader to ensure that a visit is well managed. It is true that the better the planning – the more effective and enjoyable the visit, and the less likely it is that something will go wrong.

The checklists for Trip Leaders

The following checklists may assist Trip Leaders. You only need the checklists that apply to the type of visit you are planning. Tick any boxes on the checklist that you might need to think through for your visit.

Each statement is prefaced by a letter, which gives a suggestion of what you might need to do about it:

P requires some planning or forethought because it is information that people will need to know

J a significant decision has to be made – I can make an informed judgement or involve the rest of the staff team in the decision

G there is some risk involved with this, but a generic risk assessment is already written. I need to judge whether the control measure (or standard school procedure) is appropriate for this group

R a specific written risk assessment is required for this (a form is available in the school's Risk Assessment Policy).

Individual/group procedures

- R there is a clear rationale for who is included in the visit
- P School records have been checked to verify any individual pupil needs
- P parental consent has been checked for further individual needs
- J relevant individual issues are discussed with the insurers to ensure cover
- P pupils and parents understand the code of conduct for the visit
- P contact details for parents during the visit are known

Travelling procedures

- R all transport provided meets appropriate safety standards
- G transfer procedures (between coach/ferry, comfort stops)
- P food and litter
- G head count procedures
- G lost pupil/staff procedures
- G delay, breakdown of transport
- J late arrival
- G medical procedures and travel sickness
- P food and stops en route
- J passports/visas

Accommodation

- R sharing the accommodation with others
- R floor plan of accommodation
- R grouping of pupils for accommodation
- R grouping and location of accommodation for staff and proximity to pupils
- R fire drill and emergency evacuation – there are secondary exits
- R window and balcony safety in pupil accommodation
- G signing out and in
- R security and assistance at night, safety deposit boxes
- R location of any local hazards (busy roads, crime ‘hot spots’)
- J pocket money arrangements
- P emergency funds

Daily procedures

- G code of conduct is known by pupils and agreed by parents
- P daily routines/timetables and staff /pupil responsibilities
- G care of accommodation (bedrooms/tents/shared areas)
- P arrangements for the storage and administration of pupils medicines
- P emergency medical procedures are known
- P duty staff are agreed
- R using swimming pools at accommodation

Activity procedures

All

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- R the daily weather forecast will be assessed against planned activities

- P plan a and plan b cover all activity contingencies including bad weather
- P groups and supervisors are appropriately matched
- P emergency contact with the group leader
- P remote supervision is adequate
- R first aid is available and medical emergency procedures are known to all

staff

- P do staff have pupil lists

R are remote supervision procedures appropriate
 P are pupil numbers being checked at appropriate times
 P 'down time' activities have been properly risk assessed
 R specific activity risk-assessment
 G qualifications/experience/abilities of teachers conducting activities
 G qualifications/experience/abilities of technical staff
 R hand over responsibilities to activity staff
 G suitability and condition of equipment
 J match of difficulty of tasks to experience and capability of group
 G clothing is appropriate to activities and expected weather conditions
 R emergency evacuation plans are realistic
 R access to school staff during activities is well thought through R insurance details and risk assessments available through third party providers

Stage 3

Further information to parents, accompanying staff, adults and pupils and confirmation of contact details, including School emergency contact:

All staff and adults on the visit should be made aware of and briefed in the key contents of the risk assessments.

As the planning for the visit proceeds, parents will need to give their consent for their child to take part. It is imperative that parents know the full details of what they have consented to in agreeing that their child can take part in a non-routine school visit. This will allow informed consent, which is needed for all educational visits. It must ensure that informed consent is given by including the phrase:

"having read the information sheet I consent to [name of pupil] taking part in the listed activities."

This consent form will be issued by the Co-curricular Administrator who will inform the Trip Leader.

Pupils cannot attend a trip that requires parental consent if the Trip Leader has not received consent.

Parents should be given all the information they need to give or withhold consent for their child to attend the visit. This could include any or all of the following from this checklist:

- Dates and times of departure and return;
- The purpose of the trip;
- The location where the pupils will be collected and returned;
- Mode(s) of travel including the name of any travel company;
- The size of the group and the level of supervision including any times when remote supervision may take place;
- Names of leader, of other staff and of other accompanying adults;
- Details on the estimated cost of the visit and arrangements for payment, including whether the deposit is refundable or not – consultation with the Bursary is essential here
- Details of provision for special educational or medical needs;
- Procedures for pupils who become ill;
- Details of the activities planned including plan b activities (ideally via an itinerary).

- Standards of behaviour expected in respect of, for example, alcohol, sexual behaviour, smoking and general group discipline including prohibited items (this information may take the form of a code of conduct for parents and pupils to sign);
- Criteria and arrangements for sending pupils home early including who is responsible for paying for this;
- What pupils should not take on the visit or bring back;
- Policy on the use of mobile phones;
- School emergency contact and methods for parents to communicate with students in the event of an emergency at home;
- Details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- Clothing, pocket money and equipment to be taken;
- Details of accommodation;
- Details of any personal information to be shared with an external company and the GDPR policy of the company;
- On exchange visits, the details of the host families.

As an early part of the planning process a decision should have been made as to whether a parents' briefing meeting would be arranged or whether a letter would provide those details.

To enable parents to ask any further questions, it is wise to give the contact name and details of the Trip Leader.

All parents should receive a letter with all the briefing information.

Before departure the details of the trips, including relevant Risk Assessments and pupil medical and contact details, must be uploaded onto the EVOLVE platform, where they can be accessed by the EVC, Co-curricular Administrator, all staff on the trip and any emergency contact.

Stage 4

After the visit:

All visits should be evaluated. An online evaluation form is available on EVOLVE or trips may be evaluated by discussion with the Assistant Head (Co-curricular). This evaluation should focus on four aspects:

- The extent to which the aims of the visit were successfully met;
- A review of the planning process and supervision systems;
- A judgement of the quality of any contractors used;
- Any accidents, incidents or near misses.

The review of the planning process should be an opportunity to review the appropriateness of generic and specific risk assessments, to look at any 'near misses' and to praise the effectiveness of the planning and the work of the staff. By doing this the School procedures for visits will be improved and staff development needs and opportunities can be identified.

Summary of Procedure

- The Headmaster's permission is required for all trips away from school that involve travel to an international destination and/or might include any physical activity deemed to be of moderate risk.

For all other trips, except for those considered to be a routine and integral part of school life (eg. away sporting fixtures, visits to other schools for competitions, visits by individual students to universities, etc.), the Senior Deputy Head's permission is required.

- The Trip Leader or relevant Head of Department should have an initial discussion with the relevant SLT link about the proposed trip. For non-academic trips Trip Leaders should discuss with the Assistant Head (Co-curricular).
- Assuming SLT support is given, the Trip Leader should then submit an outline of the trip on EVOLVE and wait to be notified that Outline Approval has been given by the Assistant Head (Co-curricular).
- The Trip Leader must talk to the Assistant Head (Co-curricular) to discuss the trip, including risk assessments and staffing levels.
- The details of the trip must then be uploaded as fully as possible onto EVOLVE, including relevant risk assessments, insurance details and qualifications of any third party providers. Once the relevant sections of EVOLVE have been completed and submitted, the Assistant Head (Co-curricular) will be notified. Once the Assistant Head (Co-curricular) has signed off the trip, the Senior Deputy Head will be notified and give final approval. Or if required, due to the adventurous and/or international nature of the trip, the Headmaster will then be notified and authorise the trip.
- The names of those attending should be given to the Co-curricular Administrator as soon as possible.
- The Co-curricular Administrator will ensure that all the trip information (itinerary, pupil and staff details) is available on EVOLVE for the Emergency Contact to access.
- After every trip the Trip Leader must evaluate the trip, formally or informally, and ensure that any lessons learned are disseminated to relevant staff.

Exploratory visits

Exploratory visits can form an important part of the planning of educational visits. They ensure that there is good prior knowledge of the places to be visited and that site-specific risk assessments are appropriately completed. Exploratory visits must be approved by the **Senior Deputy Head**. Such visits are not always necessary and early discussion with the Assistant Head (Co-curricular) is recommended.

Financial matters

Early discussion with the Bursary is needed for all trips. If a trip takes place during term-time the cost of arranging cover will normally be included in the financing of the trip. If a trip is in surplus after all bills are paid this will be placed into the School's funds and subject to the School's internal financial controls policy unless the sums involved are significant in which case the Bursary will arrange for the excess to be distributed to the parents of those pupils on the trip. (see controls over school trips section of the internal Financial Controls Policy.)

Planning transport

Hiring coaches and buses

The Trip Leader is responsible for ensuring that coaches and buses are hired from a reputable company through the Bursary. Professional operators of buses and coaches are legally required to be licensed. Schools using operators to transport students should ensure that the operator is either on the authority's approved list or ensure they have the appropriate public service vehicle (psv) operators' licence and appropriate insurance. When booking transport, the Trip Leader should ensure that seat belts are available for pupils. Whilst seat belts must be fitted on coaches, which carry groups of children, they are not legally required on buses. Buses where seat belts are not fitted are not normally appropriate for visits involving long journeys.

School / hired minibuses

Trip Leaders must follow the guidance contained in the School's Minibus Policy.

The Trip Leader should check that the insurance policy for the School minibus is appropriate if the minibus is to be taken abroad by contacting the Bursary

Minibus drivers

Drivers of minibuses must have d1 entitlement on their licence. Unless they are driving under a section 19 permit or there is no element of hire or reward they should also have an unrestricted d1 (ie have passed a PCV test). There are some exceptions to this and in certain situations it is possible for someone without d1 entitlement to drive. Advice is available from DVLA (0300 790 6801).

Private cars

Employees using their own cars to transport students on educational visits should ensure that their vehicle is properly licensed and roadworthy and that the insurance covers business use. Business use insurance is not normally required for volunteer or non-employee drivers using their own cars but individuals should be advised to consult their own insurers to confirm this. Only under exceptional circumstances will pupils be allowed to drive to, from or on trips. Permission for this can only be granted by the Headmaster in response to a written request from parents.

Insurance

All educational visits are automatically covered through the school's insurance company, contact details available from the School Bursary.

Trip Leaders should check the standard school visits policy automatically provided by the School and clarify with the Bursary what additional cover may need to be arranged if they consider the standard policy inadequate.

The Trip Leader should also ensure that the insurers are informed of any persons attending the trip with medical conditions to check whether the policy will extend to cover them.

The Trip Leader should ascertain the details of the insurance held by any tour operator and formally record the details received.

3 Assessing and managing risk

Risk assessment for educational visits is simply the careful examination of what could cause harm during the visit and judging whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt (physically or emotionally) or becomes ill.

Any concerns should be discussed with the Assistant Head (Co-curricular) at an early stage.

Management of risk is the procedure that results from a risk assessment. There are various people who must be made aware of the risks and how they are to be managed.

Types of risk assessment

Risk assessment is principally about professional judgement, which is the ability to make sensible decisions based on experience and training.

For significant hazards, the law requires that assessments must be recorded and reviewed. A written record must show that:

1. A proper check has been made
2. That all significant hazards have been dealt with, taking account of all the people who will be involved
3. The precautions are reasonable and the remaining risk is low

There are three types of risk assessments:

Generic risk assessments:

These assessments will apply to an activity wherever and whenever it takes place.

For example: it would be overburdening to require written risk assessments each time a group travelled by coach. A generic risk assessment results in a school procedure being adopted for all its coach journeys. This generic risk assessment would need to be adapted to form a procedure that allows for the differences in transporting a group of 6 year olds and a group of 16 year olds.

Three generic risk assessments are included in Appendix B – pupil matters, transport and residential.

Visit and site-specific risk assessments

Four essential factors must be taken into account:

1. The nature of the group (age, experience, maturity, behaviour, learning styles, any medical conditions, etc.)
2. The nature of the activity
3. The nature of the venue
4. The nature of the staff team (qualifications, experience, competence, number etc)

The visit or site-specific assessment must be based on and guided by any generic risk assessments provided by the school. It may be based on an assessment from a previous visit but it cannot be an exact copy unless all four essentials are identical. The Co-curricular Administrator has copies of previous risk assessments.

Should any of the four essentials change – i.e. a member of staff drops out or the composition of the group of students alters then the risk assessment is no longer automatically valid and must be revisited.

There is no real substitute for assessing the on-site risks than by the person who knows the composition and nature of the group.

Although 'first-hand' information can be gained from other people who have visited a site, this is a 'second best' option. The greater the potential risks of the location and the activity, then the

weaker this option becomes. Prior knowledge of a venue or a pre visit will always remain best practice.

Dynamic Risk Assessments:

These are judgements made during the visit. Adjustments to the visit plan should be made if there are any unexpected circumstances, such as changes in the weather or pupil sickness etc. They are based on the experience, training and qualification of the staff team but must always be informed by the generic and visit specific assessments – they are not an excuse for throwing planning away and thinking on your feet.

Risk management:

This is the crucial outcome of risk assessment - the procedure that needs to be known and followed in order to have a successful trip with low residual risk. The keys to effective risk management are:

1. Adequate risk assessment – including plan b and appropriate control measures
2. Appropriate 'rules' and policies – shared by all
3. Appropriate levels of staff skills / experience
4. Appropriate leadership styles
5. Good communication
6. Active supervision
7. Know your group's competence, and style
8. Teach by progression
9. Develop safety consciousness – involve the group
10. Disclosure of risks and parental consent
11. Effective emergency planning

It is important to identify who needs to know how the risk is to be managed for it to be fully effective.

Parents – need to agree to their children taking part in the programme. They must be told of all the activities their children will be involved in, how significant aspects of safety will be managed and the levels of acceptable risk that pupils will be expected to manage themselves. It is important parents provide INFORMED CONSENT.

The staff team – need to know their specific roles, duties and responsibilities in general and for specific groups at given times. They need to know when and to whom responsibility is passed for specific activities where higher levels of technical expertise are required. They also need to know what the key hazards are, as identified in the risk assessment, and the control measures required to reduce them.

The participants – need to be told what responsibilities are expected of them for their own safety and welfare.

Managers – the Assistant Head (Co-curricular), **the Senior Deputy Head**, the Headmaster and the Governors need to know that risks have been assessed and that leaders have the training, qualifications and experience to manage them competently.

How to do risk assessments:

Not all aspects of planning have to result in a recorded risk assessment.

Only those that, in the professional judgement of the Trip Leader, present a significant risk physically or emotionally need to be recorded.

Risk assessment is essentially a logical thinking process applied to an activity or situation.

It begins with professional judgement (experience and training) that identifies aspects of a visit with the potential to be a hazard. Two questions are then asked:

- Is the risk and the hazard significant (the likelihood to cause harm and the degree of harm)?
- Is the remedy sufficient and suitable (is the remaining risk small and the procedure practicable)?

A step-by-step guide:

Risk assessment should follow the process outlined below:

1. Identify hazards posed by the visit;
2. Decide who may be at risk from these hazards (e.g. Pupils, staff, other people);
3. Make a judgement as to the level of risk posed by the hazard;
4. Look at any existing control measures (e.g. you may have a set system for walking the children to a local site, you may have staff with lots of experience of leading school trips, you may use qualified staff to lead activities etc);
5. Make a judgement as to whether the existing control measures are adequate to reduce/ manage the risk to an acceptable level;
6. If your answer to step 5 is no then decide what other measures you need to put in place;
7. Plan what steps you would take in an emergency;
8. Record the outcome on a risk assessment form or alter a previously used one;
9. Share the results of the assessment with all concerned;
10. Review the assessment when things change (e.g. you take a different class to the same place) and each time this visit is undertaken.

Generally speaking hazards, once identified, can be dealt with by one of the following (examples in italics from a primary school walk to a local site):

Avoidance – pick another route or activity (walk a little further to cross the road by a footbridge)

Protection – suitable and sufficient supervision, use of safety equipment etc (a member of staff walking on the traffic side of the group and at the back and front)

Briefing – warning participants, instruction in how to behave, training etc (explaining to children the correct way to walk along the pavement – single file, two abreast etc and why this is safer)

Those involved in pre-visits might find a simple form useful to take with them as a reminder. Here is an example (using a group of Year Five learning orienteering):

Hazard	Who might be harmed?	Is the risk adequately controlled?	What further action is required to control the risk?
Getting lost while orienteering in local woodland area	20 pupils	Woodland has clearly fenced boundaries from the road. Pupils in groups of 3	Equip with whistle and instructions. Keep together. Pupils issued with mobile contact no. for Trip Leader Organise search teams Brief pupils on any restricted areas/activities.

Some risk assessment jargon explained:

A hazard is something that could cause harm, e.g. water, electricity, falling from a height, slipping or tripping, lifting and carrying things, moving vehicles etc)

Risk is a combination of the likelihood of the hazard causing harm, and the potential consequence of that harm, e.g. water is a hazard and there is a risk of drowning but the risk is far greater if you get swept out to sea by a tide race than if you take a bath. Electricity is a hazard but we all happily use huge numbers of electric devices because generally they pose a low risk.

A control measure is anything you can do to reduce, control, manage or eliminate a risk, e.g. suitable clothing and a personal flotation device (buoyancy aid) are control measures that help to reduce the risk of drowning. Our use of electrical devices poses a low risk because of the safety measures in place (earthing, fuses etc). The risks involved in a road traffic accident are reduced by the use of seatbelts and airbags and through vehicle construction and road maintenance etc.

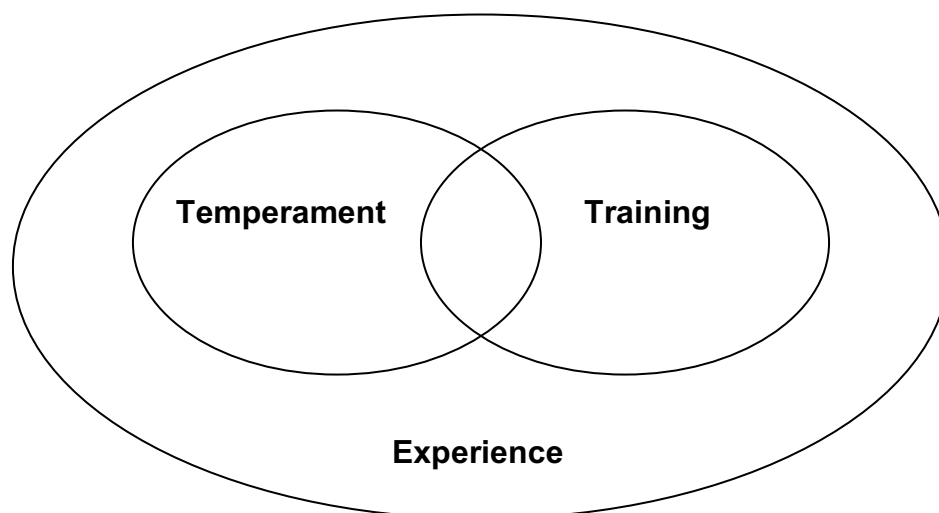
4 Supervision

Judging competence of leaders

When judging the competence of a member of staff to lead a visit the following model is used. A good leader requires three things:

1. Temperament – if an individual is not capable of making decisions in a crisis and not comfortable with responsibility then they are unlikely to be a suitable leader.
2. Training – in class control, group management, risk management, planning etc will give an individual the skills they need to lead a visit, provided they have the temperament.
3. Experience – overarching the other two is the experience to give context and form to the training and to test the temperament.

The School's EVC will judge the suitability of Trip Leaders based on their levels of qualification, experience and expertise.



The amount of training and level of experience needed to create a competent leader will vary between individuals. One NQT having assisted on a school visit may be quite happy and capable to lead a similar trip with another group. Another teacher may have taught for several years and be very capable in a classroom but may still not be a suitable Trip Leader because they have had no training or experience in visits and become indecisive when under pressure. When

approving a Trip Leader the Headmaster, Senior Deputy Head and the Assistant Head (Co-curricular) will make their own judgements of members of staff.

Effective supervision Ratios:

- Supervision ratios for visits should evolve from the risk assessment. It is important to have a high enough ratio of competent adult supervisors to pupils to cope with any foreseeable circumstances during the visit.
- Staffing ratios for visits are, therefore, difficult to prescribe. A condition or set of circumstances may be hazardous to one group, or to one group member, more than to another. No assumptions should be made, especially where the pupils' individual levels of knowledge are uncertain.
- Recommended minimum ratios for various activities are to be found in Appendix C and in the generic risk assessments in Appendix B. These are recommendations only – there are circumstances where it might be appropriate to exceed these ratios and circumstances where it would be essential to have tighter supervision. Trip leaders should assess the risks and consider an appropriate safe supervision level for their particular group. Risk assessments should clearly indicate reasons for varying ratios. There should be a minimum of one qualified member of staff in charge.
- In addition to the person in charge there should be enough supervisors to cope effectively with an emergency. Mixed residential visits will usually need a member of staff from each gender and this would also be appropriate for some mixed non-residential visits.

Active supervision:

Staff to student ratios do not, of themselves, make for safe visits. The key to safe visits is active supervision which can be described as the right staff in the right place doing the right things at the right time. This requires the staff team to meet the following criteria:

- A Trip Leader with the experience and capability to deal with anything that may arise on a particular visit;
- Knowledge of the individual young people on the visit (learning style, adventure threshold, comfort zones, individual needs, medical needs);
- Awareness of their individual roles and responsibilities;
- Knowledge and understanding of the key contents of the risk assessment, i.e. the hazards identified and the control measures required in order to reduce the risk.
- Roles and responsibilities within their abilities – it is no good expecting a parent helper to carry out a key role if the task is beyond their ability;
- Sufficient helpers to be able to deal with emergencies.

It also requires good planning in terms of staff utilisation and a well-thought through plan b, which everyone is aware of.

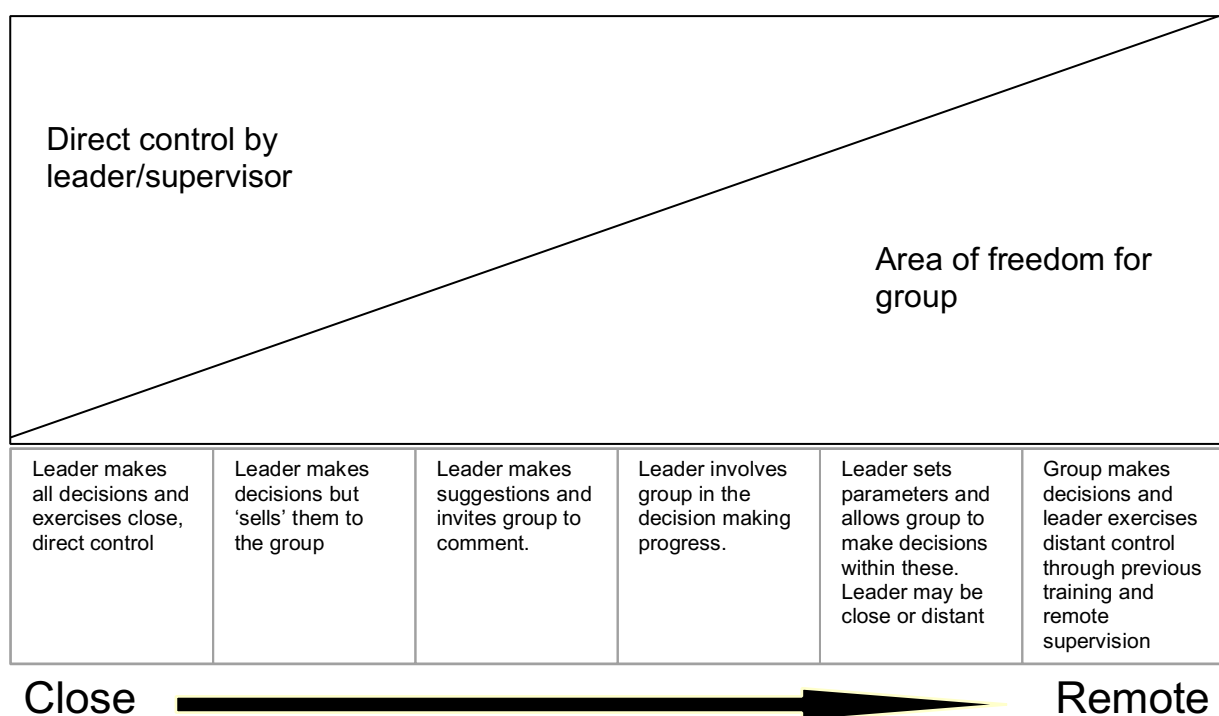
Appropriate utilisation of staff is essential. Examples of possible issues are:

- On residential visits are there sufficient staff to allow individuals some 'time off' to avoid mistakes through becoming overtired, does the nature of the group (i.e. will they be up all night!) make this imperative?
- On a museum visit are pupils walked round in one large group? Are they divided into smaller groups each under the direct supervision of an adult? Are they sent round the museum in small groups while the staff supervise 'remotely' from key locations? All three of these may be appropriate depending on the aim of the visit, the nature of the group, the nature of the site and the experience of the staff.
- It is often appropriate to place staff between a group and a hazard e.g. when walking to a local site place staff at the front and back and on the road side of the group. When paddling

in the sea on a beach visit place staff on the beach for visibility, at the ends of the selected paddling site and further out in the water then any children are allowed.

The supervision continuum:

Pupils on educational visits are supervised 24 hours per day – however, this supervision may be close/direct or it may be remote/distant. Close supervision is much easier on the staff and requires less competence and experience. In remote supervision the leader loses a lot of control and, therefore needs extra competence, experience and judgement of both people and places to make the right decisions. The key decision being how much freedom you give to any particular group in any particular place.



Remote supervision:

This will only be allowed if agreed by Assistant Head (Co-curricular) and the Trip Leader and the following guidelines are in place:

- Parents know and agree to remote supervision prior to the visit
- The number of pupils in a group is at least 4
- Pupils know where a member of staff can be found at all times and have a telephone number for that staff member
- Pupils are aware of the out of bounds area and activities
- Pupils know the rendezvous point and time

Staff comfort zones and gaining experience:

Both staff and pupils will have individual comfort zones – we all do. In adventure education the task is to push pupils beyond their comfort zone enough, but not too far, to encourage them to grow and develop through testing their own perceived limits in a controlled environment. This is analogous to Trip Leaders gaining experience. Trip Leaders need to have been outside their comfort zones and played in the experimentation area as assistant leaders – with the safety net of an experienced leader to fall back on. Gaining experience is not just about going on visits – it is about good leaders encouraging assistant staff to make decisions and try things that stretch them in a controlled environment. This is why the apprenticeship model of staff helping on visits until they are comfortable to lead them is such good practice.

When leading an educational visit it is important that staff are operating within their own comfort zone as this will allow them to be in control of the situation and make sound judgements and decisions.

Causes of accidents:

The following have been identified as contributory factors in recent accidents on educational visits:

- Inability of leaders to say no – the natural reluctance of staff to disappoint young people is understandable but should be controlled – leaders need to be able to say “no we are not doing that..”;
- Failure to have a risk assessed plan b – one of two things tends to happen. Either staff become blinkered and continue with the original plan, despite it now being inappropriate; or they think up an alternative ‘off the cuff’ which is asking for problems;
- Lack of clarity in supervisors roles – good communication to ensure everyone knows what they are doing and when is important, handover and hand back procedures between staff and activity instructors should be clear;
- Lack of active supervision – ratios alone are not sufficient, what matters is what supervising staff do;
- Operating near water – excellent advice is now available in ‘group safety at water margins’ produced by CCPR and available at:
<http://www.rospa.com/rospaweb/docs/advice/services/leisure-safety/groupsafety-watermargins.pdf>

Good planning and correct supervision should help to avoid such pitfalls.

Family members:

Some school residential visits could not function easily without the leader’s partner accompanying the visit to provide an appropriate adult gender balance. Many school tour operators offer heavily discounted rates for the group leader’s immediate family, including children. The School must be assured, as part of the risk assessment, that the inclusion of family members could not give rise to a dilution of attention at critical moments.

The inclusion of children of accompanying staff as part of the pupil group requires particular attention and will only be allowed after discussion between the Trip Leader and the Assistant Head (Co-curricular) and subsequent approval of both parties.

Disclosure and Barring Service (DBS) Checks:

All staff and other adult helpers who will have regulated activity with pupils must hold an enhanced DBS certificate. DBS checks are organized and managed via the Human Resources department.

5 Preparing students

It is good practice for pupils to be involved in both the planning for a visit and the risk assessment.

The following is a checklist for a pupil briefing as they should understand:

1. The aims and objectives of the visit/activity;
2. The planned itinerary;
3. The background information about the place to be visited;
4. Address and phone numbers of any accommodation;

5. How to avoid specific dangers and why they should follow rules;
6. Why safety precautions are in place;
7. What standard of behaviour is expected from them, e.g. appropriate and inappropriate personal and social conduct including sexual activity, smoking, drinking etc;
8. The visits policy on mobile phones;
9. Who is responsible for the group and when;
10. Arrangements for remote supervision if these are relevant;
11. What to do if approached by anyone from outside the group or if worried or frightened by anything;
12. Rendezvous procedures;
13. What to do if separated from the group and how to call for help;
14. Emergency procedures;
15. How to keep valuables and money safe;
16. What not to bring back either within the UK or from abroad such as drugs, knives etc; *For visits abroad:*
17. Basic foreign words where appropriate;
18. Relevant foreign culture and customs;
19. Contact details for local Emergency Services.

Pupils with medical needs:

Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required. Further guidance is contained in the school's medical policy.

Any student travelling against the advice of their doctor is not covered by the School's insurance policy.

The school takes its responsibilities to support pupils with chronic illnesses and long-term conditions very seriously and all pupils are encouraged to take a full and active part in all activities of the school, and reasonable adjustments will be made to accommodate this.

Educational trips and visits must be planned to ensure that pupils with chronic illnesses and long-term conditions can participate as fully as possible, wherever practicable. This may require individualised, reasonable adjustments to be made to ensure the pupils can attend a trip or visit, safely, e.g. alternative venues or activities may need to be considered from those usually used.

Please see the relevant section on Chronic Illness in the Medical and First Aid Policy.

Staff organising/leading school trips and educational visits must liaise with the school nurse in good time to ensure that they are well informed about all the medical conditions of the pupils prior to the trip or visit. The school nurse is able to check which pupils are participating in school trips and educational visits using the Evolve system. They should inform the trip organiser/leader about any pupils who have specific medical conditions.

If appropriate, an individual care plan specifically tailored to the trip and the activities involved should be drawn up by the School Nurse in consultation with the Trip Leader and the relevant Head of Year. Parents may also be consulted.

The trip leader is responsible for including the specific medical needs of any pupil in the trip/visit risk assessment. The Evolve system can be used for this. The trip leader or JWR can seek advice from Hettle Andrews for specific information regarding health insurance for trips.

Pupils and parents must be reminded any necessary prescribed medications (e.g. asthma inhalers and Adrenaline Auto-Injectors) must accompany the pupil and that the member of staff in charge of the trip must be informed of the name, dosage and frequency of administration of the medicine.

The school nurse will be available to help group leaders with risk assessments and provide medical details as required.

Allergies and Anaphylaxis

Pupils must take their Adrenaline Auto-Injectors with them on school trips. The school's emergency AAls should not be sent on a school trip if this would mean that there were no emergency AAls available for other pupils in school. In these circumstances, if a pupil has forgotten their own AAI, they should not go on the trip. The first aider accompanying the trip needs to be aware and confident on how to administer an AAI.

If a pupil has an Adrenaline Auto Injector (e.g. Epipen) all staff on the trip must be trained in its use.

Staff organising/leading school trips and educational visits must liaise with the school nurse in good time to ensure that they are well informed about all the medical conditions of the pupils prior to the trip or visit. The school nurse is able to check which pupils are participating in school trips and educational visits using the Evolve system. They should inform the trip organiser/leader about any pupils who suffer from allergies. The trip leader is responsible for including the specific medical needs of any pupil in the trip or visit risk assessment.

Behaviour on trips:

Smoking and illegal drugs - under no circumstances may pupils be permitted to smoke or take illegal drugs while on a school trip.

Drinking – on non-residential trips pupils are not permitted to consume alcohol. On residential trips pupils below the Sixth Form are not to be permitted to consume alcohol whilst Sixth Formers may be given permission to have a drink with a meal at the discretion of the Trip Leader. Those over 18 may be given permission to drink at other, restricted, times if this complies with the law, but only under direct supervision by a member of staff. This is at the discretion of the supervising member of staff. Permission may be given by parents via the form 'Consent to Drink Alcohol at a School Function' in Appendix D.

All members of the party should be made fully aware that drunkenness and/or unsuitable behaviour could lead to them being sent home immediately at their parents' expense. If this is abroad parents will be expected to pick up the pupil from the airport. If the trip is within the UK parents will be expected to collect the pupil from the accommodation.

On occasion, the School will facilitate trips for students who are over 18 and have completed their time at the School. In these circumstances, it needs to be clearly communicated to all parties that the usual School Rules apply.

6 Medical matters

The Trip Leader must consider the level of first aid needed and arrangements for the storage and delivery of any medication. Any special medical arrangements of individuals should be known by all staff and should be catered for.

A first aid kit must be taken on all trips and this should be issued by the school nurse. Foreign trips should take notice of the advice given by the medical profession at the time. At least one member of staff should be trained in first aid appropriate for the trip. The first aid kit must be returned directly after the trip.

For trips during the summer or to hot countries, parents should be asked to provide the appropriate sunscreen/block and hat. These should be clearly labelled.

As part of the parental consent parents will indicate whether a student is taking medication and permission may be given for staff to administer it. Medication should be kept secure at all times and following administration should be signed for by the student and member of staff. The Trip Leader or delegated member of staff must discuss this matter with the School nurse prior to departure.

Under normal circumstances a member of staff should accompany any pupil taken for medical attention.

If there is a medical problem the School or contact person must be informed of the problem and kept updated on the situation.

A log of all accidents, incidents and near misses should be kept by a member of staff. If a pupil receives any medical attention from a health professional whilst on the trip the parents should be informed by telephone as soon as possible.

7 Emergency planning and procedures

Despite good planning and leadership, unforeseen accidents, emergencies or injuries may arise. Hence, emergency procedures are an essential part of planning a school visit. Staff have a duty of care to ensure the pupils are safe and healthy on the trip. They also have a duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

As early as possible on the trip, the Trip Leader must ensure that all members of the group are informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency. They must also know the number of the trip phone and the rendezvous point in case of a problem. If a pupil is missing a member of staff should be left with the group and the other staff should carry out a search with the security personnel, if in staffed premises.

The following guidelines are designed to ensure rapid transfer of accurate information whilst dealing with the situation sensitively and effectively.

If an emergency occurs the following factors need to be considered by the Trip Leader:

- establish the nature and extent of the emergency as quickly as possible;
- ensure all the group are safe and looked after
- ascertain the names of any casualties, the nature and extent of the injuries and ensure immediate medical help for them;
- ensure a member of staff accompanies casualties to hospital and that the rest of the group are adequately supervised and kept together;
- inform the group what has happened and explain the course of action to be followed; ● notify the police if necessary
- inform the School and the contact person - details should include: nature, location, date and time of incident, names of casualties and details of injuries, action taken so far and action yet to be taken and by whom. Access to telephones should be restricted until this has been completed;
- keep accurate, written records of the incident as soon as possible including all relevant facts, witness details, contact details after the incident and preserve any vital evidence;

- if possible, do not speak to the media until authorised to do so by the Headmaster. Do not allow pupils to speak to the media;
- do not release the names of anyone involved in the incident until given permission by the Headmaster. The family of those involved must be informed as soon as possible. The contact would normally be made by the Headmaster, or a member of the Senior Leadership Team depending upon the nature of the emergency;
- inform insurers, including School insurers;
- an accident form needs to be completed as soon as possible.

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases reactions do not surface immediately. It may be necessary to contact local Community Support Services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy.

In the event of death or serious injury overseas the nearest British Consulate or Embassy should also be contacted as soon as possible.

The Emergency Contact will initially take charge at school. They will form the link between the group, the School and the parents. They will take charge of arranging any possible/necessary assistance the group may require. They should have all the necessary information about the visit. They need to be aware that telephone lines can soon become clogged and will attempt to keep a number free for communication with the group.

Records of all communications must be kept.

The Headmaster will take charge as soon as possible. The HM or the DFO will put into action the School's critical incident plan. In the event of an incident causing media interest he will liaise with the Governors to control information and will ensure the security of the school site from press/public encroachment.

8 Homestay

Exchange Visits and Pupil Hosting

Host families in the UK must be vetted as required by Keeping Children Safe in Education (see *Safeguarding Procedures for Host Families* below).

The DBS cannot access criminal records held overseas. Host families in other countries cannot therefore be checked in the same way as those in the UK. Schools must ensure that any host school has a procedure in place to assess the suitability of homestays and obtain confirmation of this in writing. This should then be communicated to parents and carers with their written agreement obtained to confirm they are satisfied with the hosting arrangements and the way in which the hosts have been identified.

The list of pupils due to stay in a host family – or receive a return visit – must be reviewed by the nurse, DSL and Headmaster at an early stage to check whether there are any health, pastoral, safeguarding or other concerns relating to the pupil or host family.

Families and pupils should be carefully matched for gender, age, diet, religious belief, special needs etc.

Host families in the UK and abroad should provide suitable information about the home setup and any activities they may have planned for their guest during the homestay. It must be made clear that the pupil should have her or his own bed in a room of someone their own gender and age appropriate, or a separate bedroom.

Consideration should be given in advance to the additional needs of trans pupils in such cases. A preference for a single room should be accommodated where possible. In all cases there should be appropriate communication with any host school/family to ensure that both the trans pupil and the host family are comfortable with the proposed arrangements.

Families must have been given the opportunity to contact each other prior to the acceptance of any arrangements, and should be made aware that they do not have to agree to these. Parental consent should be required for higher risk activities such as horse riding or sailing.

Exchange visit leaders should have daily contact with all pupils. Pupils should have access to a phone at all times and provided with an emergency number they can call or text at any time. There should also be an agreed 'keyword' pupils can use which means 'I want you to visit me immediately'.

Ensure there are contingency plans in place in case it is necessary to move a pupil at short notice.

Safeguarding Procedures for Host Families

Keeping Children Safe in Education Annex D contains specific advice on safeguarding arrangements in relation to school exchange visits. In circumstances where a school arranges

for a visiting child to be provided with care and accommodation in the UK (including where a company is engaged to make these arrangements) in the home of a family to which the child is not related, the responsible adults will be in regulated activity for the period of the stay and therefore a DBS enhanced certificate with barred list information should be obtained for each individual in regulated activity. As long as the hosting arrangement is unpaid, the check should be free of charge. Schools are free to decide whether it is necessary to obtain further DBS enhanced certificates for anyone over 16 in the household other than those in regulated activity.

Where children of one school (A) in the UK are hosted in homestays arranged by another (B) in the UK, school B would be the regulated activity provider with responsibility for vetting checks.

Schools will not be able to obtain checks on host families abroad as the DBS system does not exist outside the UK. Instead, schools should work with partner schools or the organising company to establish a shared understanding of the arrangements in place, in order to ensure that these are appropriate and sufficient to safeguard pupils on the trip.

In addition to formal vetting checks, it is expected that exchange arrangements will involve other measures to safeguard UK or overseas pupils participating, documented in the risk assessment. This may include pupils being seen by a member of staff every day while away from home, having access to a mobile phone with signal and knowing who to contact and how if they have any concerns about their own safety, and providing parents and pupils with information about risks and protective measures in place in advance of the trip.

For UK homestays for children under 16 (or under 18 if the child has disabilities) which last 28 days or more, schools should notify the LA, as this may constitute private fostering under the Children Act 1989.

The School is aware that if the school directly arranges hosted accommodation for children, then the school is a regulated activity provider and should request an enhanced DBS check (with barring information) for the host. The minimum requirement for inspection purposes would be to check one person (the main carer) per household, not every adult. As a matter of best practice the School asks that two carers in a given household are DBS checked.

If the school does not directly arrange the accommodation but brokers an arrangement direct between families, which the school can evidence is a private arrangement, the hosting would not be regulated activity.

In both situations, pursuant to their general safeguarding duties, the School would take care to provide sufficient information to parents and pupils about the arrangements, including what is in place to support pupils who have concerns over their safety.

The guidance in Annex D of KCSIE is followed in relation to any children staying with host families.

Hosting Pupils from a Visiting School

RGS staff brokering a hosted stay with RGS families for pupils from a visiting school must:

1. Invite RGS families to host a pupil from the partner school.
2. Submit the names of those families who apply to participate to the Deputy Head, who in consultation with appropriate colleagues will review their suitability to act as hosts and confirm in writing that there are no child protection concerns.

Should concerns be raised then the family will not be permitted to participate. In these circumstances the Deputy Head will be responsible for communication with the family.

3. Provide confirmed host families with information about the risks and the support measures in place during the home stay.
4. Ensure that arrangements are in place for daily contact between the visiting young people and staff from their school.
5. Ensure that the visiting pupils have contact numbers for the accompanying staff and the RGS staff responsible for brokering the hosted stay and know who to contact and how, if they have any concerns about their own safety.

NB these arrangements do not apply when there is a longstanding arrangement for a family to host an individual on multiple occasions. In these circumstances an Enhanced DBS check including a Barred List Check should be obtained for all adults in the host families' household.

Hosted Visits to Partner Schools in the UK

For RGS pupils staying with host families in the UK, the member of staff responsible for brokering the accommodation must:

1. Arrange for the partner school to provide written confirmation EITHER that they have no child protection concerns regarding their host families OR that one person (the main carer) in each of the host families households has had an Enhanced DBS check including a Barred List Check.
2. Provide confirmed RGS families with information about the risks and the support measures in place during the home stay.
3. Ensure that arrangements are in place for daily contact between RGS pupils and staff.
4. Ensure that RGS staff have the contact details of all host families and (whenever possible) the hosted pupils.
5. Ensure that RGS pupils know who to contact and how, if they have any concerns about their own safety. Best practice is to provide each pupil with a wallet sized emergency contact numbers card. This should include The Duty Number and the number of the school mobile being used by the member of staff responsible for the exchange.

Hosted Visits to Partner Schools Outside the UK

For RGS pupils staying with host families outside the UK, the member of staff responsible for brokering the accommodation must:

1. Attempt to secure comparable assurance to a UK DBS. In many instances this will involve arrange for the partner school to provide written confirmation that they have no child protection concerns regarding their host families.
2. Provide confirmed host families with information about the risks and the support measures in place during the home stay.
3. Ensure that arrangements are in place for daily contact between RGS Worcester pupils and staff.
4. Ensure that RGS Staff have the contact details of all host families and (whenever possible) the hosted pupils.
5. RGS pupils must know who to contact and how, if they have any concerns about their own safety. Best practice is to provide each pupil with a wallet sized emergency contact numbers card. This should include The Duty Number and the number of the School mobile being used by the member of staff responsible for the exchange.

9 Other issues

Exclusion of pupils from trips:

This is possible under certain conditions and if any doubt exists about any pupil the Trip Leader should liaise with the Assistant Head (Co-curricular). For example, for disruptive pupils who fail to follow the School Rules in terms of general behaviour and specific instructions, especially with regard to health and safety matters. In these circumstances, the School reserves the right to send a pupil home at the expense of the parents. This must be clearly communicated in all relevant correspondence to parents prior to departure.

For pupils with personal difficulties such as eating disorders and self-harm issues it can be more difficult as they must be given the opportunity to show progress, this should be discussed with the relevant pastoral staff prior to departure. If necessary, pupils in these circumstances may also be required to be sent home but this should be discussed between the parents and pastoral team prior to departure.

Swimming:

In line with the School's Swimming Policy activities for behaviour near water as well as in the water requires specific attention in the Risk Assessment. For activities in the water, parental confirmation of a pupil's ability to swim is required.

Skiing:

On all ski trips, helmets must be worn by pupils whilst on the slopes.

Pick up after trip:

No pupil should be left unattended at the end of a trip or fixture if it arrives back after the School has closed (6.00pm on a working day). It is expected that pupils will be encouraged to contact their parents during the return journey informing them of the probable time of arrival at school.

Sponsor – Assistant Head (Co-curricular)

September 2012

Approved by the Board of Governors

Reviewed and Endorsed: August 2014, August 2016

Reviewed and updated to include 'Homestay' July 2017 and Endorsed by the Chairman of Governors

Reviewed and updated to include clarity on behaviour on School trips: January 2018 and Endorsed by the Vice Chairman of Governors.

Reviewed and Endorsed: August 2018, August 2019, September 2020, September 2021, June 2022 and **June 2023**.

Appendix A – Sample Letter to Parents

Dear Parents

Educational visit to

A visit is being organised from the school for pupils in (year groups) to (venue) from (dates).

The purpose of the visit is (educational objectives).

The leader for the visit is (name) supported by (deputy leader) and (number of other accompanying staff).

Pupils who wish to go will have a booking made with (a travel agent/tour operator), by the school, on their behalf, and it is understood that all conditions of the booking are as laid down by the travel agents/ tour operator, eg deposits are non-returnable once they have been forwarded to the travel agents except for cancellation due to medical reasons, confirmed by a doctor. This is a condition of the travel agents/tour operator.

Additional points to include are:

- Information concerning the experience of staff in leading visits of this nature
- The name and address of the organiser (where appropriate)
- The name of the insurer and a copy of the insurance cover details (where appropriate)
- Transport details including times and departure points
- Type of accommodation, location, category (star rating) or degree of comfort and its main features
- Meals included in the visit
- Details of any 'down time' activities and how these will be managed.
- A kit list (where necessary)
- Passport and visa requirements and health formalities (where appropriate) ● Deposits and stage payment timetable. The total price including extras.
- Whether a minimum number of persons is required and, if so, the deadline for informing students in the event of cancellation.
- The arrangements for security of money, e.g. Bonding systems should the organiser become insolvent.
- Details of any personal information to be shared with an external company and the GDPR policy of the company;
- Standards of behaviour expected.

The itinerary:

Plan a – the intended plan including all visits, excursions and other services included in the visit/package

Plan b – the back up plan in the event of poor weather or alternatives if the intended plan could possibly change

Yours sincerely

Appendix B – Generic Risk Assessments: Pupil Matters

Activity	Generic risk assessment for all educational visits: pupil matters.
Hazards	Control measures
Travel and transport	See generic risk assessment on travel
Exposure to weather	Appropriate clothing and equipment for time of year, activity and possible weather Plan for students who fail to bring appropriate clothing Adjust plans if necessary
Lost students	Suitable supervision Student preparation and briefing Use of buddy systems, regular meeting, head counts, identifiable clothing, small sub-groups Emergency plan for lost student action
Child protection	Supervision Student preparation and briefing Use of buddy systems Appropriate choice of venue, transport, accommodation
Illness or injury	First aid forms part of visit specific risk assessment First aid and travel sickness equipment carried Staff know how to contact emergency services at any point of the visit Individual medical needs are planned for Consent forms provide medical consent and essential information School emergency contact and emergency planning in place
Special needs of specific students – medical, behavioural, educational	Information obtained from parents Advice sought from senco, students doctor, as appropriate Insurer informed of participant medical conditions Individual needs risk assessed as part of original plan
Remote supervision	See generic assessment on remote supervision
Accompanying staff children	Must be part of original visit approval Must be suitably risk assessed – if not of same age as group separate supervision must be arranged Must not compromise group supervision or the running of the visit
Group behaviour, sex, alcohol, drugs.	Expected standards of behaviour clearly agreed before visit Arrangements in place for sending a student home early including supervision and finance Students assessed as suitable for a particular visit by staff who know them

Notes

Any visit should have clear aims - Pre-visits cannot be recommended too highly

The following should be considered:

- Ability and previous experience of accompanying staff.
- Age, ability and previous experience of young people/pupils.
- Swimming ability and water confidence if activity is in, on or near to water.
- Pupils with special needs, medical conditions or requiring particular attention.
- Staff to pupil ratio, defined groups and regular head counts.
- Communications between staff and back to school or base.
- Personal protective equipment available to pupils and staff, waterproofs, footwear etc.

It is good practice to involve young people both in the risk assessment process and in the safety precautions to be followed so that they can actively contribute and take ownership of the agreed standards of behaviour and control measures to be adopted.

Accidents to young people, including several fatalities, highlight the need for great care in or near water. Particularly hazardous (and not allowed) is the unplanned entry into water by, for instance, a walking group on a hot day.

Each excursion must be risk assessed on an individual basis any site specific assessments must be reviewed and not simply accepted. Recent accidents have occurred in parties lead by staff that have run incident free activity for many years.

The risk assessment process is most important, the final assessment on paper should only be a record that reflects that process.

Appendix

B – Generic Risk Assessments: Transport

Activity	Transport
Ratios	Derived from visit specific risk assessment
Hazards	Control measures
Delay or breakdown of transport	Emergency school contact in place to relay information Emergency recovery cover in place for own transport Arrangements discussed and agreed with any contractor Extra funds carried to deal with problems on public transport
Hired coach / bus	Coach hired from reputable firm with correct operators licence Coaches fitted with seat belts which supervisory staff ensure are used Buses without seatbelts should not be hired for sole use Appropriate choice of locations for getting on and off the vehicle Close supervision and head counts when getting on and off and after any breaks in the journey
Minibus	Minibus correctly maintained and safety checked before use Forward facing seats and seatbelts fitted and used Driver appropriately licensed and on lea database for driving such vehicles Luggage on roof does not exceed 100 kg Luggage inside vehicle is securely stowed and clear of aisles Any trailers used do not impede emergency exits from vehicle EC requirements are understood and complied with if going abroad Appropriate choice of locations for getting on and off the vehicle Close supervision and head counts when getting on and off and after any breaks in the journey
Private vehicles	Vehicles must be roadworthy and appropriate Insurance must be appropriate (i.e. business use where required) Driver to ensure seatbelts worn at all times Parental permission obtained specifically for pupil drivers
Service station and other breaks	Head counts when getting on and off. Students briefed about purpose and timing of stop, appropriate behaviour, location of staff during break. Appropriate supervision of walk to and from vehicle. Use of 'buddy' system where students remain in pairs or threes when unaccompanied.
On foot	Journey planned to avoid fast roads and dangerous junctions/crossings when possible Students briefed about hazards and expected behaviour Supervision appropriate to age of students and location

Public transport	<p>Careful pre-planning including contingency plans for delays, cancellations or insufficient capacity for group.</p> <p>Very close supervision in crowded areas and when getting on and off transport.</p> <p>Head counts when getting on and off.</p> <p>Contingency plan for missing student or some way of stopping vehicle leaving if student unaccounted for.</p> <p>Large groups split into smaller groups each with own leader.</p> <p>Students to know their group and leader – leaders to know their group.</p> <p>Younger students to wear identifiable clothing.</p> <p>Emergency plan in place – students briefed where they are going and what to do if separated from group.</p>
	<p>Younger students should carry written details of destination and of school contacts but should not wear obvious name badges.</p>
Ferry crossings	<p>Careful pre-planning including contingency plans for delays or cancellations.</p> <p>Very close supervision in crowded areas, vehicle decks and when getting on and off ferry.</p> <p>Head counts when getting on and off.</p> <p>Students briefed about 'rules' especially re open deck areas, appropriate behaviour, location of staff during crossing. Meeting point agreed for crossing and on docking (numbered stairway for example).</p> <p>Use of 'buddy' system where students remain in pairs or threes when unaccompanied.</p> <p>Contingency plan for missing student – e.g. Member of staff to leave as a foot passenger.</p> <p>Emergency plan in place – students briefed where they are going and what to do if separated from group.</p>
Flights	<p>Careful pre-planning including contingency plans for delays or cancellations.</p> <p>Pre-booking to ensure a 'block' of seats on the plane.</p> <p>Students briefed about appropriate behaviour.</p> <p>Very close supervision in baggage reclaim areas, when passing through passport control or customs and when moving around the airport.</p> <p>Appropriate supervision in terminal area and in departure lounge - use of 'buddy' system where students remain in pairs or threes when unaccompanied. Meeting points and times arranged.</p> <p>Head counts when getting on and off.</p> <p>Contingency plan for missing student.</p> <p>Large groups split into smaller groups each with own leader.</p> <p>Students to know their group and leader – leaders to know their group.</p> <p>Emergency plan in place – students briefed where they are going and what to do if separated from group.</p>
<p>Notes</p> <p>It is good practice for younger students to wear easily identifiable clothing, badges or hats. Students should not wear any badge identifying them by name.</p> <p>Students should know details of their destination and of school contacts. It would be good practice for younger students to carry written details of these.</p>	

Appendix

B – Generic Risk Assessments: Residential Visits

Activity	Residential visit accommodation
Hazards	Fire Building/grounds fabric Electricity and electrical appliances Catering Child protection Lost students
Ratios	Recommended 1:10
Control measures	
<p>Check accommodation has a fire risk assessment in place (abroad - ensure it meets national standards and assess safety before using). Staff inspection of fire precautions on arrival. Briefing of students on emergency procedures (if possible a fire practice on the first day should be held). Visual inspections of stairways, balconies, bath/shower facilities (preferably on a pre-visit but if not then before use). Group has exclusive use of the sleeping accommodation (preferred) or at least all group rooms are adjacent. Staff accommodation is adjacent to students. Group accommodation is segregated by gender. Student rooms can be locked if necessary but staff can always gain access (master key system). Student rooms cannot be accessed from outside (ground floor windows, balconies with fire exits etc). External doors and windows are secure against intrusion – or main door is staffed by hotel staff 24 hours. Pupils know where staff will be throughout the night. Pupils are checked into rooms at “lights out”. Students are not involved in catering or washing up unless this activity has been specifically risk assessed and is properly supervised. Students should be carefully briefed about boundaries for down time and timings / locations of meetings. Students should be told that they are not permitted to order in any food delivery unless prior permission has been given by a member of staff. ‘Signing out’ and ‘signing in’ system is in place and used Regular meetings for ‘head counts’ should be held.</p>	
Notes A pre-visit to accommodation is always recommended where viable to ensure its suitability for the proposed visit. If students are to go off under remote supervision they should have a card giving contact numbers and address of accommodation (in the local language) plus some money for a taxi.	

Appendix

C - suggested recommended minimum ratios

General activities				
Activity	Age of group	Ratio	Competence of staff team	Desirable help
Local visits with 'normal' activities	Reception (under 5's)	1:2 - 4	Previous experience	Adult helper
Local visits with 'normal' activities	Years 1 - 3	1:6	Previous experience	Adult helper
Local visits with 'normal' activities	Years 4 - 6	1:10 - 15	Previous experience	Adult helper
Local visits with 'normal' activities	Year 7 onwards	1:15 - 20	Previous experience	Adult helper
Swimming in a local pool	Year 3 and below	1:8	Previous experience Good discipline	Adult helper
Swimming in a local pool	Years 4 - 6	1:12	Previous experience Good discipline	Adult helper
Swimming in a local pool	Year 7 onwards	1:20	Previous experience Good discipline	Adult helper
Swimming in natural waters	All years	1:10 Minimum of 2 adults	Lifeguard qualification first aid Good knowledge of site Good discipline /control	Lifeguard patrolled site
Residential visit	All years	1:10 Minimum of 2 adults	Previous experience Pre visit, first aid Good leadership skills Good discipline/control	Adult helper
Visits abroad	All years	1:10 Minimum of 2 adults	Previous experience First aid Language skills Good leadership skills Good discipline/control	At least three adults

Appendix

D - Consent to Drink Alcohol at a School Function



CONSENT TO DRINK ALCOHOL AT A SCHOOL FUNCTION

School Event:

Date of function:

Daughter's/son's name: _____ Form.
_____ (Block letters)

I give permission for my daughter/ son to have an alcoholic drink at this event and confirm that she/he will not be driving a motor vehicle after the function.

Parent's signature : _____ Date:

The consumption of a very moderate amount of alcohol by Sixth Formers over the age of 18 at a specific School event is permitted if approved by the Headmaster. This is only under tightly controlled circumstances:

- Parental consent to drink alcohol has to have been obtained prior to the event on this form
- Alcohol can only be consumed in the presence of a member of staff
- Spirits may not be consumed
- Consumption of alcohol at any other time is forbidden and pupils who are discovered doing so can expect disciplinary action to be taken

Please return this form to _____ by

Appendix