

Kings Monkton School

Educational Visit Policy

September 2017

This policy has been written in line with Educational visits: A safety guide for learning outside the classroom - All Wales Guidance 2010 and incorporates guidance Health and Safety of Pupils on Educational Visits (HASPEV)

The benefits of educational visits

Educational visits offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.

At Kings Monkton School we believe that visiting new areas and exploring new environments broadens young peoples' horizons and can deepen awareness of their own and others' abilities and needs. Visits can also improve understanding between young people and their leaders and this frequently results in improved working relationships on return to the classroom.

Educational visits often provide the most enjoyable experiences and enduring memories from school days. Residential experiences, in particular, offer unique opportunities to encounter the practical realities of living together away from home, family and familiar surroundings. They provide a powerful vehicle for developing self-awareness and social skills.

Adventure activities provide situations in which young people can gain personal fulfilment whilst developing the skills of co-operation, communication and teamwork. They can boost self-confidence and can open the door to a lifetime's enjoyment of the outdoors.

Illness and conditions associated with inactivity currently pose a serious threat to the nation's health. Engaging young people in healthy, fulfilling activity is vitally important if we are to tackle the rise in obesity, heart disease and diabetes.

Visits, and particularly those to demanding environments or involving adventure activities, also provide an effective means to develop the ability of young people to recognise and manage risk sensibly: to enjoy the outdoors while keeping themselves and others safe.

Learning outside the classroom is a strong theme that runs through all stages of education in Kings Monkton School.

Educational Visit Policy

This policy is to ensure the safeguarding and promotion of the welfare, health and safety of pupils on activities outside the school and to promote good behaviour on these activities.

The Principal will give advice on anything related to residential or day trips and has more detailed information available for party leaders on planning, required procedures and example paperwork.

Legal Implications

The legal implications are worthy of clear statement:-

The leader in charge is "in loco parentis" and has a duty of care to all members of the party

The Principal and the governors have a responsibility for ensuring appropriate leadership, proper planning and organisation.

The need for guidelines and regulations

Within the school, regulations clearly define the behaviour required of pupils. The school expects that on visits and journeys when pupils are away from the controlled environment of the school, that great care and control are exercised. If an accident should happen a Court may enquire whether negligence can be proven. As the governors have to accept liability, failure to set down minimum guidelines and regulations could well lead to censure in any Court action that might follow. The regulations that follow should apply to all visits and journeys organised by staff on a private basis, since it may be arguable in Court that the school might be held responsible.

Child Protection

The School's child protection policy and procedures will apply during School trips and visits. Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the trip or visit must be reported;

- to the Child Protection Officer (CPO) immediately;
- to the Principal if the disclosure involves a member of staff;
- To the CEO, Mike Currier, if the disclosure involves the Principal or Vice Principal.

Disability and Special Education Needs

The School will make every effort to include disabled pupils and pupils with special educational or medical needs on educational visits, whilst maintaining the safety of everyone in the group. Special needs of any kind will be taken into consideration in the risk assessments and planning undertaken in advance of the visit and appropriate measures will be implemented.

Initial Permission

A residential or day Trip Request Form should be submitted to the Principal for permission for the trip to take place by the Party Leader. No payments or firm bookings should be made until permission has been given. If permission is granted, it is conditional on the submission of all the relevant documentation listed on the form.

Planning

The Party Leader has overall responsibility for the supervision and conduct of the trip (please see roles and responsibilities below for further information), should have regard to the health and safety of the party and follow the school's regulations, guidelines and policies. The Party Leader must be a full time, experienced member of staff, not an NQT. When planning a trip the following must be adhered to:

1. Responsibilities regarding safeguarding and promoting the welfare of children/staff;
2. Trips are of a suitably educational nature;

3. Visits and trips should be monitored and every effort made to minimise disruption to lessons;
4. The safety of both staff and pupils is paramount;
5. Visits and trips are financially sound;
6. In general, only trips and visits which are related to examination requirements will be permitted for Year 9 to Year 13 students during the spring and summer term;
7. All students should have equal opportunities to access visits and trips;
8. Whenever possible, trips should be added to the school calendar.
9. The Principal and, when appropriate, the Governing Body, approve all trips and visits.
10. No trips will take place without all pre planning requirements being completed on time and approved.

To ensure that the above standards are complied with, all staff wishing to undertake any visit or trip with school children from Kings Monkton School should follow the following stages of planning:

Step 1

Discuss the initial idea with the appropriate line manager –the following questions should be considered:

What is the purpose of the trip? Does it improve/ reinforce the understanding of a particular subject area?

Is the trip essential? Could students access the experience in another way e.g. video, web sites etc.

Can the trip be organised in the subject lesson time?

Does the trip broaden the cultural or spiritual experience of students?

Does the trip enable students to develop personal, learning and thinking skills such as working as part of a team or to be an independent learner?

Is the trip work related and linked to future employment opportunities?

Can the trip be taken outside the school day?

Does the trip affect examination classes?

Have previous staff absences been taken into account when proposing staffing for the trip?

Does the trip meet with our safeguarding responsibilities?

Step 2

The Line manager circulates to HOFs details of the trip –dates and which groups of pupils will be out in order to check if there will be any major disruption to the taught timetable. Deadline for replies –one week.

It is good practice to request agreement from line managers before a trip leader invites a member of staff on a trip or visit.

Routine trips to be put on draft calendar and circulated to HoFs for checking.

Step 3

An educational visit or trip approval form (EV1) needs to be completed by the trip leader and signed by the appropriate line manager and submitted to the Principal for approval.

- If possible the trip leader should make a pre-trip visit to familiarise themselves.

- Identify with appropriate ALN Workers any special needs / issues with pupils. Identify costing for coaches, entrance fees, accommodation, insurance and any additional costs that may occur. Letter to parents should be approved before hand and this should follow the school's procedure for trips. Provide details of the trip to parents by letter with a rely slip and arrange parents information evenings if necessary. A generic parent's consent form is completed at the beginning of the school year.

The Main office will provide summary details of student information for contact purposes.

Step 4

A risk assessment is completed by the trip leader and submitted to the Principal (EVC)

The EVC (educational visits coordinator) is responsible for checking (not completing) each risk assessment, and dependent on the category of visit.

All members of staff participating in the trip need to be fully briefed as to their roles and responsibilities and must read and sign the risk assessment.

A deputy group leader needs to be identified in the event of the group leader being absent.

The trip leader should be aware of emergency procedures and these need to be referred to in the risk assessment.

Step 5

Trip leaders should make arrangements with The Finance Office (finance@kingsmonkton.org.uk) to set up a cost centre and the most appropriate way of collecting the pupil's payments for the trip. This can be done through Reception in the Main office.

Insurance cover must be organised if required

Step 6

A specific member of staff should be responsible for first aid.

Step 7

Two weeks prior to the trip, all staff should be informed by email of specific dates and details of which students are going on the trip.

Step 8

Appropriate cover work should be given to the HOF prior to the trip and arrangements made to swap duties.

Step 9

The trip leader should ensure that they have a copy of the contact pyramid and emergency contact details, a mobile phone, a named person on the Leadership team to contact in the event of an emergency (this person also needs a copy of contact pyramid), details of all external providers e.g. coach company.

Step 10

- After your trip complete a balance sheet of income against expenditure and passed to Finance.
- Feedback any information which may inform the future planning and approval of similar trips to your HOF and Line Manager.
- Share your experiences on your trip via Colin Howarth for the website and Facebook and Rachel Mitchel for the school newsletter.

Further details

Ideally the Party Leader should have prior experience of the type of visit to be arranged. The Party leader should have a clearly designated deputy. A School account should be set up and financial details and responsibilities must be clearly stated in advance. Evidence of expenditure and income should be kept and regularly checked with the account details. A reconciliation form must be completed after the trip.

Ideally the leader will have a first aid qualification; if not, this should be available within the leadership of the group as a whole and a first aid kit appropriate to the visit must be carried at all times including on the journey. Jane Hughes should be consulted about the contents of any First Aid Kit.

Risk assessment analysis should be evaluated for every school trip. These should be shown to and approved by the Principal. Party Leaders should arrange a meeting with the Principal at least two weeks before the trip departs.

Mixed parties should be accompanied by at least one male and one female teacher whenever possible.

Where adults other than Kings Monkton School staff are accompanying the trip, the number of Kings Monkton School Staff should be more than half of the minimum number supervisors required. A CRB check must be made for all such adults, as well as any parents accompanying the party, otherwise they must never be left in sole charge of pupils, for their own and the pupil's protection.

The role of staff whose children are in the party should be considered and all parties made aware of the arrangements and their responsibilities. A mobile phone should be taken and the number left with the Main Office and listed on the trip forms for school and parents.

The party leader should carry at least one emergency contact number, such as the Principal/Vice Principal, as well as at least one for each of the pupils and member of staff on the trip.

Pupils should clearly understand what is expected of them and what the trip will entail.

Pupils should clearly understand what standards of behaviour are expected from them and why rules must be followed.

Parents and pupils should be told in advance of the trip about the procedures for dealing with any serious misbehaviour and how a participant may be returned home and who will meet the cost of this.

Arrangements should be made for regular head counts, roll calls and rendezvous points and instructions for what a pupil should do if they become separated.

If there is to be any remote supervision, pupils must be made aware of ground rules and the size of groups to go around in. Parents should have been made aware and have consented to this being part of the trip.

Staffing Ratios

It is recommended that there should be sufficient staff to cope with an emergency. The guidelines are;

- Abroad: 1:10 [with a minimum of two adult leaders]
- Other residential: 1:15
- Other visits: 1:20 [where the element of risk is normal to that in everyday life]

Staffing levels must take into account the following factors:

- Sex, age, ability and competence of the group;
- Pupils with medical needs or SEN;
- The type of activity and hazards associated with it;
- The length and type of journey;
- The competence of staff both generally and in specific activities;
- Requirements of the venues to be visited.

Written Risk Assessments

These should be completed well before the trip - formal assessments of the foreseeable risks that might be met on a trip and the actions to be put in place to prevent or reduce the risk. Pupils must not be placed in situations which expose them to an unreasonable level of risk. Safety must always be the prime consideration. The Principal will help and advise on the production of risk assessments. The party leader and other staff should monitor the risks throughout the trip and take appropriate action as necessary.

Indemnity

General indemnity forms have no legal force. Parents cannot sign away their right to sue in cases of alleged negligence. However, it is possible to require parents to indemnify staff against any claims made by a third party and any extra costs which the school or staff might incur on behalf of the pupil or any loss arising from damage caused by the pupil. An example of such an indemnity form is given in later. If it is to be used, it should be incorporated with the consent form with which the pupils joins a party.

Insurance

It is imperative that party leaders even for the shortest of trips should ensure adequate and appropriate insurance cover and medical cover is in place. Assistance and advice should be sought from the Finance Team, contact finance@kingsmonkton.org.uk

For trips abroad, a valid EHIC card should be obtained for each member of the party where appropriate. A copy of the limits of the insurance cover should be included with the trip details sent to parents.

When thefts occur whether at home or abroad report must be made to the local police as soon as possible and certainly within 24 hours and written confirmation obtained that this has been done.

Where medical expenses are incurred, all accounts must be preserved.

Reporting dangerous occurrences

Where actual injury is sustained the normal reporting procedure must be undertaken immediately on return to school. In grave situations a preliminary verbal report should have already been given. Useful lessons can be learnt from "near misses" which may help the safety of future parties. Party leaders are required to report such occurrences to the Principal. (The fact that a "near miss" has occurred will not be taken as implying criticism towards the quality or action of the leadership).

Use of Private cars

Written consent of parents is required when private cars feature in travel arrangements. Drivers must have suitable insurance which covers use on school business and specifically use to transport pupils.

The practice of pupils (or ex-pupils) driving other pupils is not allowed.

Minibuses

Staff should be experienced drivers over 25 years of age and, for certain vehicles, must have passed the relevant PCV test (the age condition may be waived on application to the insurance company by the Estates Bursar, subject to the Headmaster's approval). Drivers without experience of the school minibuses must first show their licences to the Human Resources Team to confirm that they have the required category and then arrange a practice run (contact willjames@orbis-education.org.uk).

Drivers

Maximum loading capacities must be observed and, in addition to the driver and front seat passengers. Staff must not take risks if a fault develops; maintenance is the responsibility of the school. All drivers must be strictly within the law. Notification to school insurers is required where drivers have either any previous motoring convictions or health problems affecting driving.

Seat Belts

All passengers must wear seat belts in all vehicles at all times.

Information to parents

Clear written information must be given to parents and their written consent obtained. This information should set out the following, requiring response on the signed and dated pro-forma:

- nature of activity and accommodation

- where and when it is to occur
- equipment, kit required, travel arrangements
- cost (including non-refundable portion as deposit)
- any special higher risk activity to be offered in programme requiring special consent
- request for dietary and medical details and inclusion of written consent for emergency treatment
- indemnity clause on reply slip and details of limits of insurance cover
- commitment to provide balance of fee by stated date on reply slip
- date for return of reply slips with deposits if required
- any disciplinary or conduct points or special regulations specific for the purpose of the trip

Before residential visits, or when the pupils are to travel abroad or engage in adventure activities, parents should be encouraged to attend a briefing meeting

Before the trip, parents should also be provided with;

- times and place of departure and return – parents must have agreed to meet their child on return
- modes and duration of travel including the name of any travel company
- the level of supervision including any times when remote supervision may take place;
- details of accommodation with security and supervisory arrangements
- details of provision for medical needs and procedures for pupils who become ill
- names of leader, of other staff and of other accompanying adults
- details of the activities planned
- standards of behaviour expected in respect of; alcohol, sexual behaviour, smoking and general group discipline including prohibited items. This information may take the form of a code of conduct which parents should sign
- details of insurance taken out for the party as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover
- information on clothing and equipment to be taken
- spending money to be taken and arrangements for safekeeping and issue of pocket money
- the trip's policy on the use of mobile phones
- arrangements for medication their son is taking and what is required if staff are to administer their medication
- contact phone numbers in case of emergencies

Emergency Procedures

Leaders in charge of pupils during a trip have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Leaders should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

The party leader would normally take charge in an emergency and would need to ensure that

emergency procedures are in place. However it may be more appropriate to have a more experienced member of staff on the trip take charge of the emergency and the party leader look after the rest of the party.

All staff and adult staff involved in the trip should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Prior to the trip, the name and 24 hour telephone numbers of an emergency contact should be identified. It is advisable to arrange a second emergency contact as a reserve. The emergency contacts should have all the necessary phone numbers and information about the trip. This information and telephone contact numbers should be provided in laminated small card format and carried at all times by all staff during the trip.

Should an emergency occur:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that the party is safe, accounted for by a roll call, kept together and adequately supervised at all times;
- summon the appropriate emergency services;
- establish the names of any casualties and get immediate medical attention for them;
- if the party is abroad, notify the British Embassy/Consulate and the local police;
- ensure that pupils are accompanied to hospital or police station by a member of staff;
- ensure that, although pupils may wish to reassure parents, they should not be allowed to make direct telephone or other forms of contact in the immediate aftermath of an incident. At that stage full details may not be available and inaccurate information might cause unnecessary speculation and anxiety for relatives and others at home.
 - as soon as it is practical the pupil's mobile phones should be collected but left switched on. We should not attempt to prevent parents and children contacting each other; merely try to ensure that incorrect and sensationalised information is not being disseminated. If an incoming call from parents is received, the pupil should be allowed to answer this under staff supervision. After the pupil has greeted parents, staff should speak to them, quoting the statement below. The pupil should then be allowed in staff presence to complete the conversation without giving details of the incident.

“An incident has occurred on the [*****] trip. Your child is not involved in the incident. He is unharmed and is not the subject of any disciplinary action. Further details will be given out by the Headmaster when all facts are known”.
- later, when the full details are known, supervised contact between pupils and their parents can be made, using the procedure above;
- parents of the pupils directly involved should be contacted as soon as full details are known. Full co- operation should be given if the parents of those directly involved wish to travel to their child, provided that the child is in a place of safety and the emergency services allow;
- inform the emergency contact at school;
- ensure no one in the party speaks to the media;
- the name of any casualty or pupil involved should not be given to the media;

- all media enquiries should be answered by: “any statement will be issued by the Headmaster in due time”;
- collect details of the incident to pass on to the establishment, which should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far, including where casualties have been taken and action yet to be taken and by whom;
- write down accurately and as soon as possible all relevant facts and witness details and preserve vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible;
- liaise with the representative of the tour operator if one is being used;
- ensure no one in the party discusses the incident or legal liability with anyone outside the party;
- report the incident using appropriate forms, if necessary.

The emergency contact’s main responsibilities are to ensure that the party leader is in control of the situation, establish if any assistance is required from other sources and if necessary arrange for a senior member of staff to go out to take control or assist, contact parents if required, notify insurers, especially if medical assistance is required and contact any other relevant body.

Information to be left at school

See the list at the end of the section.

General advice

- The smooth running and general happiness of the party and its leaders will be greatly helped by adherence to the following general points. While these may not appear to be directly linked with safety, poor organisation in these aspects can quickly lead to accident or injury.
- Maintenance of agreed standards of behaviour when the party is travelling, often for long periods in confined spaces. Good food and adequate halts are a big help.
- Maintenance of good order in hotel/hostel accommodation. A sensible checking routine is needed, dependent on daily/evening activities.
- Party leaders should specify a minimum group size for their party in any free time. Pupils in a group should be told to keep together and should inform staff where they are going and their time of return. Clear instructions and emergency contact numbers, if applicable should be given.

Information required before the trip departs

This information required by the Principal at least TWO WEEKS before the trip departs Copies must be left with Reception and any Emergency Contacts

1. Trip Itinerary and Travel Details
2. List of Pupils' Names and their Forms
3. Contact Telephone Number for the Party Leader

4. List of Names of Staff (and other adults) on the trip and any Telephone Contact Numbers
5. List of Pupil's Home/Emergency Telephone Contact Numbers
6. List of Telephone Numbers of Emergency Contacts
7. Name, Address and Telephone Number of Accommodation
8. Name and Telephone Number of the Tour Operator(s)
9. Name and Telephone Number of the Transport Provider
10. Name of the Insurers and Certificate Number
11. List of Medical and Dietary Needs of Pupils and Staff
12. Risk Assessments for travel, accommodation, activities etc.
13. Copy of all Literature sent to Parents (see below for Consent Form requirements)
14. List of Telephone Numbers of Emergency Contacts being used
15. Details of Emergency Procedures
16. Confirmation of DBS checks for adults not employed by School e.g. supervisors, drivers, reps, instructors
17. Details of arrangements for emergency payments and the security of these funds
18. A copy of a Parents' Brochure (if one is produced)
19. A copy of a Staff Information Pack (if one is produced)
20. A copy of the Rules of Behaviour for Pupils (if one is produced)

ALL PUPIL INFORMATION MUST BE SHREDDED AFTER THE TRIP

Appendix A - Responsibilities for visits

Legal framework

Under the **Health and Safety at Work etc Act 1974** employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, as far as is reasonably practicable, the health and safety of anyone else who may be affected by their activities. This includes participants in educational visits.

Employers are the governors in Kings Monkton independent school.

The Management of Health and Safety at Work Regulations 1992 (updated 1999), made under the 1974 Act, require employers to:

- assess the risks of activities;
- ensure that measures to control those risks are adequate.

Also under the Health and Safety legislation employees must:

- take reasonable care of their own and others' health and safety;
- co-operate with their employers over safety matters;
- carry out activities in accordance with training and instructions;
- inform the employer of any serious risks.

These duties apply to all activities, including educational visits. Teachers and other staff in charge of young people also have a common law duty of care to act as any reasonably prudent parent would do in the same circumstances.

Visit approval/notification procedures

All visits are required to gain internal approval (from the Principal). As employer, the governors are responsible for the actions of its employees whilst acting in the course of their employment. By association, this includes the safety and well-being of employees, young people in its care and volunteers during educational visits.

Role of the governing body

At Kings Monkton School, the governing body will;

- ensure that the school has a rich, varied and progressive programme of opportunities for pupils to learn outside the classroom;
- ensure that the Principal is supported in matters relating to educational visits and that they have the appropriate time, training and support to fulfil their responsibilities;
- ensure that the school has a formal system for the induction and training of visit leaders;

- ensure that school's policy, practices and procedures relating to the health and safety of young people on educational visits is in line with Welsh government guidance.
- ensure that the Principal has taken all reasonable and practicable measures to include young people with special educational needs or medical needs on a visit;
- determine its procedures for responding in the unlikely event of a major emergency.

Role of the Principal

The Principal will ensure that:

- provide a rich and varied programme of opportunities for pupils to learn outside the classroom within the school.
- give signed approval for visits at school;
- ensure that the governing body is aware of visits;
- ensure that arrangements are in place for 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;
- ensure that any issues identified by exploratory visits have been satisfactorily resolved prior to approving the visit;
- ensure that accreditation or verification of independent providers have been checked;
- 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;
- arrange for the reporting of accidents and incidents as required. Records of these should be reviewed regularly, and this information used to inform future visits;
- help to ensure that serious incidents and accidents are investigated;

and that:

- adequate and proportionate child protection measures are in place (in line with the Safeguarding Policy);
- risks have been assessed and appropriate safety measures are in place;
- the visit leader or another leader is familiar with the location where the activity will take place;
- visit leaders are allowed sufficient time to organise visits properly;
- the suitability, number and competence of all adults accompanying or instructing the party;
- appropriate communication with parents/carers has taken place regarding the visit and consent has been received in writing if necessary;
- arrangements have been made for the medical needs and special educational needs of all 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 address and phone number of the visit's venue and have a contact name;
- proper and effective support structures in the event of difficulty or emergency;
- School staff on the visit are briefed in and understand the educational aims of the visit, the plan to be followed, the alternatives should this not be possible, and the emergency procedures in the unlikely event of a serious incident;
- that visit arrangements and outcomes are evaluated to inform future visits and staff training needs.

Visit procedures should be reviewed periodically in order to ensure that they reflect the current thinking of the Kings Monkton School and are up to date in relation to staff changes.

At Kings Monkton School the Principal is the Educational Visits Co-ordinator (EVC)

The functions of the EVC are to:

- assign competent people to lead or otherwise supervise a visit;
- assess the general competence and supervisory ability of leaders and other adults proposed for a visit. This may include practical observation or verification of experience.
- organise the selection, induction, monitoring and further training of leaders at the educational establishment. This needs to include opportunities for leaders to develop competence in dynamic risk management by assisting more experienced colleagues on a range of educational visits. It will also commonly involve training such as first aid or leader training;
- carry out occasional monitoring of visit leaders to identify further training needs;
- ensure that Criminal Records Bureau checks are in place as necessary;
- work with the visit leader to provide parents/carers with information about the visit and obtain the consent or refusal of parents/carers for their child to take part in the visit if necessary;
- ensure that emergency arrangements and emergency contact(s) are in place for each visit;
- keep records of individual visits including what worked well, what didn't and any accident/incident reports;
- review systems and monitor practice.

Role of the Visit leader

The visit leader has delegated responsibility for the supervision and conduct of the visit. The visit leader must:

- ensure that the planned visit and activities are suitable for the group;
- obtain the Principals written approval for the visit;

- ensure that all accompanying adults, whether employees or volunteers, are given responsibility within their level of competence and have been briefed on the purpose of the visit and their roles and responsibilities;
- be able to control and lead young people of the relevant age range in the proposed activity;
- be aware of child protection issues and introduce measures to protect children as required;
- ensure that appropriate first aid cover will be available;
- undertake and complete the planning and preparation of the visit, including the briefing of group members and parents/carers;
- identify significant hazards and safety measures to reduce risk to an acceptable level, and to make known to parents/carers, the Head and others the level of residual risk that needs to be managed;
- review regularly undertaken visits and advise the Principle where adjustments may be necessary;
- have enough information about the young people to assess their suitability for the visit or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of staff to young people is appropriate for the environment/activities and the needs of the group;
- carry out dynamic risk management while the visit takes place and consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures/alternative plans for such an eventuality;
- arrange for clearly understood delegation in his/her absence;
- make appropriate and adequate preparations for emergencies in conjunction with the Principal and ensure that all accompanying leaders are familiar with these procedures;
- ensure that group leaders and other leaders/instructors have details of young person special educational or medical needs which will be necessary for them to carry out their tasks effectively;
- carry out an evaluation of the visit on return to base to help to inform future visits.

Role of the teacher and other employees

Teachers and other employees assisting the visit leader on school led visit act on behalf of Kings Monkton School at all times during the visit. They should do their best within their level of experience and training to ensure a successful and beneficial outcome of the visit for everyone in the group. As such they must:

- follow the instructions of the visit leader and help with control and discipline;
- be briefed on and understand the educational purpose of the visit, its proposed programme, any adjustments to that, and the emergency procedures to be followed in the unlikely event of a serious incident or accident;

- be briefed on and understand the expectations of them and the limits of their responsibilities;
- have a good knowledge of the young people on the visit and their needs;
- consider stopping the visit or the activity, notifying the visit leader, if they think the purpose of the visit is being compromised or if the risk to the health or safety of the young people in their charge is unacceptable.

Role of the adult volunteer

Volunteers who are not employees must:

- do their best to ensure the successful and beneficial outcome of the visit, its proposed programme, and alterations to that which may become necessary, the health and safety of everyone in the group including the emergency procedures to be followed in the unlikely event of a serious incident or accident;
- be briefed on and understand the expectations of them and the limits of their responsibilities;
- be briefed on and understand their relationship to others on the visit: the young people, teachers and other employees and the visit leader;
- have a reasonable knowledge of the young people on the visit and their needs;
- follow instructions from the visit leader and help with control and discipline;
- not be left in sole charge of young people unless this has been risk assessed by the visit leader;
- raise concerns for young person welfare with the visit leader.

Role of Kings Monkton pupils

Pupils should be made aware of the educational purpose of the visit, its proposed programme, any adjustments to that, the emergency procedures to be followed in the unlikely event of a serious incident and their responsibilities in achieving a beneficial and successful outcome. In particular, pupils must be required to:

- follow instructions of the visit leader and other members of staff including those at the venue of the visit;
- dress and behave sensibly and responsibly – school uniform should be worn at all times unless stated otherwise;
- look out for anything that might hurt or threaten anyone in the group and tell the visit leader or other member of staff about it;
- take no unnecessary risks;
- if abroad, be sensitive to local codes and customs;
- agree to and follow a code of conduct for the duration of the visit.

Any young person whose behaviour may be considered to be a danger to themselves or to the

group may be stopped from going on the visit.

Role of the parent/carer

Parents/carers have an important role in taking an informed decision on whether any visit or off- site activity is suitable for their child. The visit leader must ensure that parents/carers are given sufficient information about the visit and are invited to any briefing sessions. The visit leader should also tell parents/carers how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Parents/carers should also be asked to agree the arrangements for sending a young person home early and who will meet the cost.

Special arrangements may be necessary for parents/carers who are not fluent English or Welsh speakers.

Subject to their agreement, parents/carers must:

- inform the visit leader about any medical, psychological, emotional or physical condition of their child relevant to the visit;
- give or refuse consent for non-school visits or school visits that take place outside the school day by completing the consent form;
- provide details of where they can be contacted in emergency or if a party or individual has to return earlier than planned.

Appendix B – Checklist for Planning the visit

Purpose of visit

Aims and objectives of the visit should be clearly identified at an early stage. These should be relevant to young people and their development, taking account of age, ability, competence, previous experience and resources available.

Clear objectives will help to ensure:

- appropriate contribution to the overall aims of the school/centre;
- appropriate structure and discipline for the visit;
- young person motivation;
- a choice of environment and activity appropriate to the young people;
- consideration of appropriate training, staffing and resources.

Choice of venue/activity

Factors influencing the choice of venue/activity include:

- educational objectives of the visit;
- age, maturity, experience, behavioural or special needs and fitness of young people;
- competence of leaders;
- familiarity of leaders with the venue;
- the time of year, weather, daylight hours and time available;
- environmental conditions on the day – weather, river levels etc.

Visit leaders should seek local knowledge of facilities that could contribute to the success of the visit as well as potential difficulties and hazards.

Exploratory visit and research

An exploratory visit is considered highly desirable on both educational and safety grounds for all visits.

Programme/itinerary

A detailed programme/itinerary should be established with appropriate supervision at all times. Leaders should:

- beware of being diverted unintentionally from the planned programme;
- not be led astray, by group enthusiasm or other influences, into inappropriate situations;
- not depart from the planned programme without first assessing the appropriateness of alternatives in terms of meeting the educational aims of the visit and competence of the staff and pupils to deal with the new activity..

Weather

The effects of weather can be crucial to learning, comfort and safety during outdoor visits. Where this is the case, leaders should obtain a local, current forecast to inform

decisions on appropriate activity, venue, route, clothing and equipment for the visit.

Clothing and equipment

All parties must be clothed and equipped appropriately for:

- the activity and location;
- the time of year and expected weather.

First aid

Visit leaders must ensure access to first aid cover at an appropriate level: the extent and nature of first aid required will depend on the group, visit location, planned activities, the risks identified and the availability of external first aid cover or medical assistance. If you are operating away from a site with first aid cover it is good practice to carry a first aid kit. All adults in the group should know how to contact the emergency services. All minibuses are required by law to carry a first-aid kit.

Risk management and risk assessment

During the early planning stages for a visit the visit leader (with the help of another competent person if necessary) should consider the risks associated with the visit/activity. A preliminary visit provides the ideal opportunity to identify hazards and risks associated with the journey, venue and planned activity. In addition, the visit leader should consider the individuals who will make up the group and any risks associated with them (e.g. related to their ability/previous experience, maturity, behaviour, special needs etc.).

Risk assessment and independent providers

If you intend to use an independent provider for any part of the visit then you should discuss and agree with them what elements of the visit they will be responsible for and what areas you and your staff will be responsible for. You must then risk assess the areas that you and your staff will be responsible for.

Dynamic risk management during the visit

Dynamic risk management involves the judgements and decisions made by leaders as situations arise during a visit e.g. cancelled public transport, young person or staff illness, closed venue or adverse weather conditions. The ability to re-assess and manage changing risks while the visit is taking place is a key element of the competence for leaders of educational visits.

Contingency Planning (Plan B)

Visit leaders should think about a contingency plan (plan B) that might allow the educational aims of the visit to be achieved even if the original plan has to be abandoned for any reason. In considering plan B, the visit leader should check:

- that the leader is familiar with the venue for use with groups;
- that the leader is competent to lead the activity at this venue;
- that the group is appropriately equipped/experienced for the venue/activity.

The school/centre emergency contact should be aware of the group's plans and possible options. It is good practice to inform parents/carers of the range of activities possible for the visit.

Risk assessing a visit

The visit leader (or other competent person who will be present on the visit) identifies the **significant** hazards and risks associated with the visit (e.g. transport, venue, activity, group, weather etc.) and the safety measures needed to reduce these risks to a tolerable level. This is best done after a preliminary visit and through discussion/agreement with other staff/leaders, and ideally with the young people, going on the visit.

Does the school/centre have a risk assessment/operating procedures for this type of visit/activity?

YES ↓

↓ NO

Does this risk assessment/operating procedure include all of the hazards/safety measures you have identified for this actual trip (e.g. group dynamics, site variables etc)?

YES ↓

↓ NO

Record the significant hazards and safety measures on a risk assessment form (see [model form EV13](#)) and keep a copy for school/centre records

Record the additional hazards and safety measures *[that aren't included in the school/centre risk assessment/operating procedure]* on a risk assessment form and keep a copy for school/centre records

Ensure relevant safety measures are implemented for the visit and make sure teachers/volunteers/parents/other leaders/pupils are aware of action they need to take to help to manage safety.

Dynamic risk management during the visit

Keep an eye on variables such as individuals in the group/weather/venue and be ready to change to a contingency plan if necessary. Monitor the effectiveness of safety measures and the ability of your group to implement them. Take time to re-assess risks and safety measures before changing plans.

After the visit

Does the school/centre risk assessment/operating procedure need to be modified in the light of the visit or any incidents (your own or other people's – good or bad)?

YES ↓

↓ NO

Inform the EVC of recommended changes to the school/centre risk assessment/operating procedure.
EVC updates school/centre risk assessment/operating procedure and informs LA Outdoor Education Adviser if changes are required to the activity pointers in Annex 4 of this guidance.

No further action

Financial planning

The visit leader should ensure that parents/carers have written information about the costs of the visit, how much will come from school funds, and how much each parent/carer will be charged or asked to contribute. Parents/carers should be given enough time to prepare financially for the visit. It may be useful to break the costs down into subheadings such as travel, hostel, meals etc.

Selection and checking of residential accommodation

Residential accommodation plays an important part in the success or otherwise of the visit. Wherever possible, visit leaders should ensure that:

- the group's immediate accommodation will be exclusively for the group's use, or are accepting of co-usage;
- visit leader and other staff will have sleeping accommodation on the same floor adjacent to the young people's accommodation wherever practicable;
- there are male and female staff present for mixed-sex groups of young people. Where this is not possible parents should be advised of this and give their consent;
- there are separate male and female sleeping/bathroom facilities for young people and adults;
- there is appropriate and safe lighting, heating and ventilation;
- the whole group are aware of the lay-out of the accommodation, its fire precautions/exits, its regulations and routine, and that everyone can identify key personnel;
- appropriate and proportionate child protection arrangements are in place;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements will be in place to stop unauthorised visits;
- where possible, internal doors are lockable but staff must have reasonable access to the young person accommodation at all times for reasons such as fire etc.;
- there is adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables;
- there is provision for young people with special needs and those who may fall sick;
- any balconies are stable, windows secure and electrical connections safe;
- where possible young people are not be lodged in ground floor rooms;
- they check with accommodation manager that the fire alarm is audible throughout the accommodation and ensure a fire drill is carried out before the first night;
- there are appropriate recreational accommodation/facilities for the group;
- the hotel/hostel is able to meet any particular cultural or religious needs of the group;
- there is an appropriate number of staff to provide evening supervision and overnight cover.

Organisation and supervision during the visit

During the visit, the leader(s) must:

- monitor the group and conditions and be prepared to change plans to ensure the success of the visit and/or the safety and well-being of the group;
- be operating within his/her personal experience, abilities and qualifications;
- be physically and mentally fit to lead the activity and the particular group;
- know the group, the particular environment and the resources. If any of these elements is unfamiliar then the leader will need to be particularly vigilant and may need to modify the activity;
- work at a level appropriate to the needs of the group, taking into account abilities of weaker members;
- understand the effect of likely weather change on the activity;
- accept that there are some weather conditions and activities which are too dangerous to be educationally justified for young people;
- work within County and National guidelines for the activity where these exist.

Supervision

The visit leader has a delegated responsibility for the group at all times during the visit. If delegating or transferring supervisory roles to other adults in the group (including leaders of an independent provider), it is good practice for the visit leader to:

- ensure that each adult knows which young people they are responsible for;
- ensure that each young person knows which adult is responsible for them;
- ensure that all adults understand that they are responsible to the visit leader for the supervision of the young people assigned to them;
- ensure that all adults and young people are aware of the expected standards of behaviour and agreed sanctions.

It is good practice for each leader to:

- have a reasonable prior knowledge of the young people including any special educational needs, medical or other needs or disabilities;
- carry a list/register of all group members;
- directly supervise the young people (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- regularly check that the entire group is present;
- have a clear plan of the activity to be undertaken and its educational objectives;
- have the means to contact the visit leader/other leaders if needing help;
- have prior knowledge of the venue either directly or via a briefing by the visit leader following their exploratory visit;
- anticipate potential risk and act promptly to manage risk where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group within the limits of their abilities and either act on this or advise the instructor or guide in charge, and to ensure that young people abide by the agreed standards of behaviour;
- clearly understand the emergency procedures and be able to carry them out;

- have appropriate access to First Aid.

Each young person should:

- know who their leader is at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions;
- alert the leader if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour;
- carry a note of the address of their accommodation.

Head counts

Whatever the length and nature of the visit, regular head counting of young people should take place, particularly before leaving any venue. Leaders should:

- carry a list/register of all young people and adults involved in the visit at all times;
- ensure that young people are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- avoid identification that could put young people at risk e.g. name badges (though some schools/centres find it useful to provide young people with badges displaying the name of the school/centre or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- ensure that all young people are aware of rendezvous points;
- ensure that all young people know what to do if they become separated from the group.

'Buddy' system

Visit leaders may wish to create a buddy system to involve young people in the head count process. Each young person is paired with a buddy and regularly checks that this buddy is present and is OK.

Downtime arrangements

On educational visits 'downtime' (i.e. times when the group are not directly engaged in the main programmed activities) can create opportunities for social development and relaxation. However, visit leaders should note that a high proportion of accidents and problems have occurred during 'downtime'.

Visit leaders should therefore ensure that young people continue to be properly supervised during downtime before and after activities, including the evenings on residential visits. A group occupied in planned activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

Leaders should:

- ensure that all staff and young people understand the standards of behaviour that apply at all times, not just during activities;

- ensure the group are briefed on, and understand, boundaries and time limits for downtime;
- ensure that handover between activities is properly supervised, with a named leader responsible for the group if there is down-time between activities;
- ensure that all leaders understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV. A rota system may be necessary with some staff not participating in the day-time activities;
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- occupy the group with suitable activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

Assembly, departure and the journey

Meet in good time to allow for packing of vehicle and farewell to family/friends.

If travelling by coach, check its general condition and cleanliness and the provision and visual condition of seat belts. Identify the location of first aid, fire extinguishers and emergency exits before allowing young people on board. Any minor deficiencies should be noted (if possible with driver acknowledgement); serious defects may require the provision of an alternative vehicle.

If on a ship or at an airport, group members may easily become detached from the main group. All members should know what to do in the event of becoming 'lost'. A distinctive item of clothing worn by all individuals may help in quickly identifying group members. All baggage should be tagged and possibly marked with a distinctive tape. Arrange a definite, easily recognisable base where staff may always be found. Young people may carry a card, with relevant details, to help the re-establishment of group contact. Such cards should be carried discretely to avoid viewing by strangers.

Be prepared for travel sickness and beware the risk of losing valuable documents, e.g. passports.

Arrange appropriate refreshment stops and ensure adequate supervision.

Carry out regular head-counts.

On arrival

Depending on the type of visit, arrival may require considerable patience, flexibility and organisation. Even after short journeys, young people can be very excitable.

For residential visits it is a good idea to establish a temporary base for people, luggage and equipment whilst liaison with centre/accommodation staff is made. As soon as possible after arrival parents/carers should be informed, via the school/centre emergency contact and parental network, of the group's safe arrival.

Introduce centre/accommodation staff and ensure a briefing is given relating to (where relevant):

- what they can expect from their visit;
- security and fire routines including a practice evacuation from bedrooms;
- toilets and other immediately required facilities;
- room/tent allocation;
- luggage arrangements;
- facilities (including recreation facilities);
- routines, rules, duties, responsibilities;
- expectations regarding behaviour;
- mealtimes and punctuality;
- staff contact arrangements.

Fire

On arrival the accommodation should be checked thoroughly to ascertain:

- the availability of warning alarm procedures and location/use of equipment;
- evacuation procedures and emergency exits.

A fire drill should be carried out at the earliest opportunity; this must be before bedtime on the day of arrival, with a full evacuation from bedrooms to a fire assembly point.

Communication

Effective communication between staff and young people during the visit is crucial to the proper management of the educational and social experience. The Leader should ensure efficient communication e.g. regular meeting times, notice board, briefings.

Establish a daily routine with regard to briefings that should include:

- programme and any changes to this;
- potential dangers;
- safety rules;
- expected conduct;
- rendezvous points;
- action in event of being separated or in an emergency;
- clothing, food and weather.

Homesickness

Homesickness requires that the leader follows a balanced approach that should be explained to parents/carers prior to the visit taking place. It is recommended that all parents/carers and young people are informed that telephone contact with home may not be possible during a visit.

The return journey

Brief the group about the return journey. If the exact time of departure is uncertain, plan activities that purposefully occupy the group. Where customs controls are involved, check on duty-free concessions beforehand and inform the group about illegal imports. Failure to conform to customs duty regulations can be costly, time-consuming and embarrassing.

If a significant delay occurs, measures must be taken to inform parents/carers of the delay, to assure them and to give some indication of the expected, amended return time. Your Emergency Contact will prove invaluable in this eventuality.

