

REDDIFORD SCHOOL

INCLUDING EYFS

EDUCATIONAL VISITS POLICY

To be read in conjunction with:

Safeguarding Policy

Staff Handbook

Staff Code of Practice and Expectations

Crisis Management Policy

Health & Safety Policy

First Aid Policy

Behaviour Policy

Pupil Code of Conduct

Activity Centres (Young Persons' Safety) Act 1995

Adventure Activities Licensing Regulations 2004 (SI 2004/1309)

**Department for Education Health and safety: department for education
advice on legal duties and powers for local authorities, headteachers, staff
and governing bodies (2011)**

Department for Education: Health and safety on educational visits (2018)

Education (Independent School Standards) (England) Regulations 2014

Health and Safety at Work etc Act 1974

**Health and Safety Executive's School trips and outdoor learning activities
(June 2011)**

**Health and Safety of Pupils on Educational Visits (Department for
Education and Skills (DfES)1998)**

**Management of Health and Safety at Work Regulations 1999, as amended,
made under the 1974 Act.**

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Introduction

The Governors of Reddiford School recognise the value to pupils of educational visits. Such visits should:

- enhance pupils' understanding of curricular activities (for example language or history studies)
- provide opportunities to practise skills (for example relating to sports)
- develop pupils' social skills (for example meeting pupils from other countries and cultures).
- Seek to implement the aims and objectives set out within the framework for Learning Outside the Classroom (LOtC).

The Governors also recognise and accept that such visits present challenges to the health and welfare of pupils. Educational visits will therefore be planned and operated in accordance with this policy so that everyone involved understands their responsibility to ensure that pupils can participate fully in educational visits in reasonable safety.

This policy is issued in accordance with the Education (Independent School Standards) (England) Regulations 2014 and the Health and Safety at Work etc Act 1974 and subsequent regulations and guidance. Any legislation referred to in this policy is as amended.

This policy has also been drafted in the light of the Health and Safety of Students on Educational Visits (HASPEV) (Department for Education and Skills (DfES), 1998), as supplemented, given that the Education (Independent School Standards) (England) Regulations 2014 require schools to do so.

This policy has also been drafted in accordance with the updated Department for Education (DfE), Health and safety: department for education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies (2011) and the Health and Safety Executive's (HSE) School trips and outdoor learning activities (June 2011). This policy is applicable to all pupils, including those in EYFS and is written in accordance with:

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

This Policy must be read and complied in conjunction with relevant supporting School policies and procedures. The school's planning and running of Educational Visits will have regard to the key areas listed below:

1. Responsibility for visits, including pupils' behaviour.
2. Planning visits, including risk assessments and first aid.

3. Supervision, including ratios and vetting checks (for example, DBS checks for drivers on overnight stays).
4. Preparing pupils, including special and medical needs.
5. Communicating with parents, pupils and staff.
6. Planning transport.
7. Insurance.
8. Types of visit.
9. Visits abroad.
10. Emergency procedures, including contact details and permission for emergency medical treatment if the parents cannot be contacted.

Types of Educational Visits – in their 2018 ‘Guidance: Health and Safety on Educational Visits’, the Department for Education (DfE) identifies two main types of trips:

- Routine visits
- Trips that need a specific risk assessment and additional planning

The Head Teacher/Educational Visits Coordinator (Deputy Head Academic) will determine if a specific visit requires additional levels of planning and assessment, and where this is not the case, the visit can be recorded as a Local Area Visit, for example, cross site visits. This ensures that all visits are recorded but that the process for approval is appropriately reduced for visits that "...involve no more than everyday level of risk, such as slips and trips and are covered by the School's current policies and procedures".

Legal Requirements and Responsibilities

Employers

Under the Health and Safety at Work etc. Act 1974, employers are responsible for the health, safety and welfare at work of their employees. This duty extends to everyone involved in Educational Visits (to include but not restricted to teachers, volunteers, helpers and pupils).

Employers carry out their legal responsibility, amongst other things, by observing the Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act, which requires them to:

- Assess the risks of activities and record any significant risks
- Introduce measures to control those risks
- Tell their employees about these measures.

Employers retain their legal responsibilities under the Health and Safety legislation, but they can delegate the statutory tasks to their employees. Decisions about Educational Visits are usually delegated to the Head Teacher. Permission must be obtained before an Educational Visit takes place. The Head Teacher may then in turn

delegate duties to others such as the Educational Visits Co-ordinator and/or the Visit Leader.

These duties apply at all times to all Educational Visits in the UK. Educational Visits outside of the UK will be subject to the law of that country, but if the risk assessment is carried out in the UK, it will also be subject to UK domestic law.

Employees

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.

Employees also have a common law duty to act as any reasonably prudent parent would do in the same circumstances. However, in some circumstances such as where Employees specialise in a particular activity or lead more Adventurous Activities there may be a higher duty of care.

The Governors

The Governors will satisfy themselves, as far as is reasonably practicable, that the Head Teacher has effectively implemented this Policy and ensured that risk assessments have been carried out, that appropriate safety measures are in place and that training needs have been addressed.

The Governors delegate to the Head Teacher the following responsibilities to:

- Ensure that the visit has a specific and stated objective
- Ensure that the Visit Leader shows how their plans comply with regulations and guidelines, including the School's Health and Safety policy
- Ensure that they are informed about less routine visits well in advance
- Assess proposals for certain types of visits, including visits involving an overnight stay or travel outside the UK.

Whilst the administration of such tasks can be delegated overall responsibility for Health and Safety cannot.

The Head Teacher

The Head Teacher will ensure that Educational Visits comply with regulations and guidelines provided by the Governing Body and the School's own Health and Safety policy.

The Head Teacher will ensure that the Educational Visits Co-Ordinator is competent to arrange, administer and monitor Educational Visits.

If the Head Teacher takes part in the visit as a group member, they will follow the instructions of the Visit Leader who will have sole charge of the visit.

The Head Teacher will also ensure that:

- A detailed risk assessment has been completed and appropriate safety measures are in place.
- Any relevant qualifications claimed by the Visit Leader or other relevant members of the group have been checked and verified.
- He or she has the address and phone number of the visit's venue and a contact name (if appropriate).
- There are systems in place to ensure that all pupil information (contact details, medical information and consent) is up to date.
- A suitable member of staff has been appointed as the EVC and that the designated person meets their employer's requirements, including undertaking EVC training as recommended or required.
- Sufficient time has been assigned to staff to organise activities and visits properly.
- A succession planning culture is in place to ensure sustainable activities and visits and the development of competent leaders and EVCs.
- The School has an Emergency Plan for off-site visits, including procedures to assemble the team and ensure that parents are appropriately informed in the event of a serious incident. See the Crisis Management policy for further guidance.
- The Critical Incident Management Team should receive training each academic year in dealing with emergencies, critical emergencies and major incidents. For further information, refer to the Crisis Management policy.
- Serious incidents are reported to the employer as required by the employer's guidance, meeting the requirements of RIDDOR.
- To ensure that there is an establishment procedure for recording "near accidents/near misses", including any resulting learning points and actions.

Bursar

The Bursar who has overall responsibility for health and safety procedures will keep up to date with all legislation and best practice advice on the running of Educational Visits, ensure there is adequate and relevant travel insurance and that all activities meet guidance requirements. The Bursar will maintain and keep all health and safety and trip risk assessment records and also ensure that Visit Leaders have the financial support/capacity to deal with unforeseen or emergency situations.

The Bursar should also ensure that they are never 'non-contactable' for a prolonged period of time and when off site, a deputy is named who will lead during an emergency situation in their absence.

Educational Visits Co-Ordinator

The Educational Visits Co-Ordinator is the Deputy Head Academic.

The Educational Visits Co-Ordinator will:

- Have attended EVC training as recommended or required by the employer.
- Assess the educational value of visits based on post trip evaluation (this may be in written format or verbal feedback from staff and pupils) in conjunction with the Visit Leader and agree upon whether a trip should be repeated.
- Ensure that the Visit Leader is competent to undertake and supervise activities and to monitor the risks throughout the visit.
- Oversee the preparation procedures for all Educational Visits, advising the Visit Leader as required, making staff aware of the details of all proposed visits.
- To review the Educational Visits policy and update, as appropriate, to meet current national guidelines or changes to agreed practice at the School and to ensure that Visit Leaders are aware of changes in legislation or 'best practice' that may affect the planning and organisation of Educational Visits.
- To review systems and monitor practice and make recommendations for change, where appropriate.
- To identify staff training needs relating to the organisation of educational visits and ensure that all visit leaders receive regular Visit Leader training.
- To ensure that medical and first aid issues are addressed.
- To ensure that individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with Employer requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
- To ensure that policies and procedures are reviewed regularly. A review should follow any serious incident or systems failure.
- To establish a list of multiple 24/7 Emergency Contacts (members of the Senior Management Team) who have suitable trip experience, training and status and ensure the availability of the SMT for every visit.
- Ensure that there has been pre and post trip meetings between the Visit Leader and the EVC and a handover meeting to the lead Emergency Contact for the trip.

Visit Leader

Every Educational Visit will have a Visit Leader who will have been appointed or approved by the Educational Visit Co-Ordinator and/or Senior Management Team (SMT). In the event of the incapacity of or injury to the Visit Leader, the Deputy Visit Leader will take over the Visit Leader's responsibilities. If this is not possible, then arrangements will be made for another appropriately qualified Employee to join the party and take over the Visit Leader's responsibilities.

The Visit Leader will:

- Obtain the Head Teacher's agreement before any off-site visit takes place.
- Have overall responsibility for the supervision and conduct of the visit and completed all relevant forms, including risk assessments, in accordance with the School's Educational Visits policy.
- Ensure there is Deputy for the trip.
- Ensure that all trip staff are aware of the Emergency Action Plan should something unforeseen occur, which will include the roles and input from external providers (if relevant).
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents, including complete a comprehensive risk management procedure for all activities to be undertaken on the trip.
- Conduct a pre-visit for residential visits.
- Ensure that the school has the most up to date information in regard to pupils taking part in the trip and methods of communication.
- Be responsible for the behaviour and discipline of pupils during the visit.
- Ensure there are contingency arrangements in the event of unfavourable weather conditions, transport breakdown, other failure or in the event of a pupil having to be sent home in accordance with the School's Educational Visits policy.
- Be aware of insurance procedures as set out in the school's Educational Visits policy.
- Ensure there are adequate safeguards so that this will not compromise group management, if the staff team includes someone with a close relationship to a member of the group.
- Ensure that recruitment checks are in place for all persons involved.
- Ensure that safeguarding issues are addressed as prescribed in the School's Safeguarding Policy. (e.g. best safeguarding practice is followed and adults are appropriately vetted and checked).
- Ensure that informed parental consent has been obtained as necessary. For all residential trips, this will include a registered parental meetings/briefing.
- Make sure adequate First Aid equipment is carried on the trip and that up-to-date medical details and contact details for all pupils are available. On return from the visit, the Visit Leader is responsible for reporting any accidents, incidents or near misses which occurred on the visit to the Educational Visits Co-ordinator and relevant SMT members. An up to date First Aider must go on all off-site visits. In the case of trips involving EYFS pupils, a paediatric First Aider should be present.
- Be responsible for documentation and be aware of GDPR breaches. Educational Visit paperwork containing pupil and staff information must be looked after carefully and collected in after the trip and destroyed. The use of school devices (e.g. cameras, school mobile phone) is recommended and should be used for all School Visits.
- Evaluate all aspects of the visit, both during and after the event.

Additional Staff

Additional Teaching and Non-Teaching staff on school-led visits act as employees of the Reddiford school, whether the visit takes place within normal working hours or outside those hours, by agreement with the Head Teacher of the School.

All staff assume a duty of care for pupils who are on the trip or visit. They will do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They will comply with the instructions of the Visit Leader who will have sole charge of the visit and the implementation of the detailed Risk Assessment for the trip. They will have read the detailed Risk Assessment and understood the Safeguarding and Emergency Plan procedures for the trip, before departure of the trip or visit and comply with them.

Pupils

The Visit Leader will make it clear to pupils that they must:

- Follow the instructions during the visit.
- Dress and behave sensibly and responsibly, using safety equipment as instructed.
- Pupils should wear School uniform or kit unless permission has been given for other clothing.
- Pupils (and the Parents) must be told to bring clothing that is appropriate to all anticipated temperature and weather conditions. Specialist equipment must be identified separately from clothing if required.
- If abroad, be sensitive to local codes and customs.
- Look out for anything that might hurt or threaten themselves or anyone in the group and tell the Visit Leader, group/activity leader about it.

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit or withdrawn from a visit which is underway. In such circumstances, there will be no refund due of monies paid towards the activity/trip. Reasonable adjustments will be made for pupils with medical or other conditions, disabilities or special educational needs.

Parents

The Visit Leader will ensure that Parents are given sufficient information in writing and are invited to any briefing sessions if required. Parental attendance at briefing sessions is essential if the trip includes any residential element. This might include proposals for alternative activities (plan B) in case, for example, adverse weather conditions prevent the intended activity taking place.

The Visit Leader will also tell the Parents how they can help prepare their child for the Educational Visit by, for example:

- Reinforcing the respective Schools' codes of conduct
- Understanding the clothing and equipment that will be required and ensuring that this is provided/parents are made aware of their obligations to provide equipment.

Parents will be informed of the arrangements for sending a pupil home early in the event of an emergency/breach of the Schools' Code of Conduct (including any related costs that would be incurred by the Parents).

Parents will contribute to the success of the visit by:

- Attending briefing sessions if required
- Understanding the objectives of the visit
- Giving clear information where relevant on their child's ability or inability to swim / any other associated activity relevant to the trip (e.g. climbing)
- Providing clear information on their child's health and any special needs, need for medical attention or medication/ ensuring that any recent changes to their child's medical status are updated through the school department secretaries.
- Ensuring that they provide up to date contact details.

Communication with the Parents and Parent Responsibilities

The Visit Leader, in conjunction with the Educational Visits Co-Ordinator is responsible for ensuring excellent communication with the Parents throughout the trip process. This includes:

- Ensuring the information provided to the Parents is as accurate and full as possible and that the Parents have a telephone number or email that they can use to request further information.
- Ensuring that all staff accompanying the trip have accurate and up to date medical and contact details.
- Ensuring that contact details (including emergency contact details in the UK) are provided to all Parents of pupils attending the visit .
- Ensuring Parents are fully aware of pick-up, drop-off and other travel arrangements and any changes thereto.

Parents are responsible for making sure that contact and medical details provided for staff during School visits are up to date. Reminders of parental obligations with regard to medical and contact information is made in all trip launch letters.

Parents are responsible for dropping off their children at the school for all trips, and meeting them afterwards, unless other arrangements have been made and the School has been informed.

Consent

The school operates a system of annual consent from the Parents for local Educational Visits. Activities covered by this consent include:

- Local visits that take place during the school day with a return time before the end of the school day (e.g. park or places of worship)
- Any indoor and outdoor activities that take place on the school premises.

Individual parental consent will be sought for all off site visits. All costs associated with trips will be included within the school fees.

Learning Outside the Classroom (LOtC)

If an External Provider is used to provide an activity, the Visit Leader must check they have appropriate safety standards and liability insurance.

The Council for Learning Outside the Classroom (LOtC) awards the Learning Outside the Classroom Quality Badge to organisations which meet the nationally recognised standards.

Prior to organising an Educational Visit, the Visit Leader should check whether the provider holds LOtC certification. This information is available on: <http://lotcqualitybadge.org.uk/>

If an External Provider does not hold the badge, the Visit Leader must check that they are an appropriate organisation and ensure any associated risks are managed (including a check whether the provider has relevant insurance/any staff leading activities are appropriately trained/DBS checked).

Risk Assessment

Trips that need a Risk Assessment and Extra Planning

The school adopts a common sense and proportionate approach to health and safety on Educational Visits.

An assessment of the risks involved in the activity and the appropriate steps required to counter them will be carried out for every Educational Visit. Risk assessment process applies to all those associated with the activity, event or trip including staff and pupils.

The Visit Leader should make a written assessment of the risks that are likely to arise on the Educational Visit. The risk assessment should cover but is not restricted to:

- Ratios of adults to pupils, supervision and vetting
- Transport arrangements.

- Location
- Accommodation
- Security
- Activities and contingency plans
- Needing staff with specialist skills
- Emergency procedures
- First aid and special or medical needs.

Risk assessments must refer to security/terrorism threats where appropriate.

Risk assessments are dynamic and should consider changes in circumstance.

The Bursar who has overall responsibility for Health & Safety, will check each risk assessment prior to the Educational Visit and may ask the Visit Leader to make changes where required. If in doubt about any aspect of an Educational Visit, then the Visit Leader should consult the Educational Visits Co-ordinator.

Risk assessments are checked by the Bursar in the first instance and then may be checked further for certain Educational Visits such as overseas and residential trips by the Education Visitors Coordinator/Head Teacher.

Equipment

The nature of any potential harm should be identified, and the Visit Leader should devise a system for avoiding the risk of harm; or minimising the risk if it cannot be avoided. If the risk is considered to be unmanageable or too great by the Visit Leader and/or Educational Visits Co-ordinator and/or Head, the Educational Visit shall not go ahead.

Any risk assessment must:

- Identify the potential risks involved in an activity
- Decide who might be harmed
- Identify control measures which would reduce the risk
- Record the finding
- Review the risk assessment as appropriate.

The Educational Visits Co-ordinator will also assess participants and competencies before the trip can proceed.

The Visit Leader should continue to assess and reassess risks throughout the visit, taking account of changes, for example in weather conditions. If the risks become unacceptable the visit shall be terminated.

The risk assessment is a dynamic document and can be updated at any time before or during a visit.

The Visit Leader must also risk assess a contingency plan in addition to the main activity, visit or itinerary.

Risk Assessments for Educational Visits

- Visit Leaders should write risk assessments specific to their Educational Visit; taking into account the age of the pupils, the venue and the mode of transport.
- When writing a risk assessment there should be an ongoing dialogue between Visit Leader/Educational Visits Co-ordinator/Bursar/Emergency Contact (if out of the school hours). This allows for assessment and re-assessment as a visit proceeds.
- Any visit including an Adventurous Activity MUST be discussed with the Educational Visits Co-Ordinator during the planning stage.
- Risk assessments must be written using the risk assessment template (see appendix 1). Activity specific risk assessments are required from the External Provider which must be attached with the school's risk assessment form and given to the Bursar.

Risk Assessments for Trips Abroad

Trips abroad can have extra risks and need a higher level of risk assessment. The Visit Leader should make sure any External Provider holds the LOtC Quality Badge or similar local accreditation.

The HSE does not cover incidents overseas. However, it can investigate work done in Britain to support the trip, like risk assessments. School staff could be liable under civil law for any injuries to the children due to negligence.

Supervision Risk Assessment

The following factors should be considered in the risk assessment in respect of supervision:

- Gender, age, ability, competence and behaviour of the group (with reference to pupils' individual needs)
- General and specific competencies of the adults within the group
- First aid requirements and knowledge of adults within the group
- Pupil's special educational and medical needs and disabilities
- Duration and nature of activity including any journey
- Accommodation
- Requirements of the venue
- DBS disclosure for all volunteers involved in overnight supervision.

Supervision Ratios (including EYFS)

Supervision of pupils must be close and always be 24 hours a day on residential trips. There shall be an adequate ratio of adults to supervise pupils during the

Educational Visit. This ratio should derive on each occasion from the risk assessment undertaken and from discussion with the Educational Visits Co-ordinator.

The minimum supervision will be as follows, however, any activity near water or needing more staff will be taken into account during the planning of the trip:

- EYD – minimum supervision as outlined in the Early Years Foundation Stage framework.
- Pre-Prep – recommend a ratio of 1:8 with not less than 2 staff per trip.
- Prep – this will depend upon the risk assessment for each trip.

For overnight stays, residential visits or visits outside the UK, there will be a minimum of two members of staff in every party. Mixed gender groups should have at least one male and one female member of staff accompanying.

Child Protection

The School's Safeguarding Policy and procedures, including any procedures for vetting and assessing the suitability of staff and accompanying adults (e.g. coach driver), will apply during Educational Visits.

If a safeguarding concern is raised about a child during an Educational Visit, it should be reported to the Visit Leader who will pass on the concern to the emergency contact (if the trip is outside of school hours), who will then liaise with a Designated Safeguarding Lead.

If the concern is raised about a member of staff, it should be reported to the Head Teacher directly.

Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the Educational Visit will be dealt with appropriately at the time by the Visit Leader and will be reported to the School's Designated Safeguarding Lead and to the Head Teacher immediately.

Disability, Medical and Special Educational Needs

The school will make every effort to ensure that all pupils are able to take a full and active part in Educational Visits and that reasonable adjustments are made to ensure they are accessible to all, irrespective of disability, special educational or medical needs, ethnic origin, religion, gender, sexual orientation etc.

The school will only consider preventing a pupil from attending an Educational Visit as a last resort and will only do so following consultation between the School and the Parents and only if the refusal is a proportionate means of achieving a legitimate aim, for example because of an unacceptable risk to the health and safety of the pupil concerned or others on the Educational Visit.

The school will work with Parents to agree a way forward in respect of the proposed Educational Visit and retain a written record of the steps taken and the final decision.

Special needs of any kind, including such medical conditions as sleepwalking and epilepsy, will be taken into consideration in the risk assessments and planning undertaken in advance of the visit and appropriate measures will be implemented.

Where relevant, there will be discussions with the Parents and the pupil relating to the management of their needs during the trip/visit and a record will be kept.

Adventurous Activities

Adventurous Activities should be identified and risk assessed before the visit. Visit Leaders must not decide to add such activities during the trip. Always consider the abilities of the pupils when assessing risk. The Visit Leader should ensure that the External Provider is competent and endeavour to use accredited providers with appropriate safeguarding procedures in place wherever possible.

The Visit Leader should check with the Educational Visits Co-Ordinator if in any doubt as to the competency of the External Provider. It is good practice to seek the opinions of other schools who have used an External Provider.

The Visit Leader should check if External Providers are required to have a licence to provide Licensed Activities (<http://www.hse.gov.uk/aala/public-information.htm>) and, if so, that they hold a current licence at www.aals.org.uk. Organisations who hold the LOTC Quality Badge should hold a licence for the activity they provide.

The Visit Leader must provide copies of licences for the Bursar and/or Educational Visits Co-Ordinator and attach these to visit documentation. The following activities are licensable:

- Caving (including mines, potholes)
- Climbing (including traversing, scrambling, some abseiling)
- Trekking (including some pony trekking and some mountain biking)
- Water sports (including canoeing, rafting, or sailing on sea or tidal or larger non-placid waters).

Where the Adventurous Activity is not licensable, the Visit Leader must be competent in safety procedures and the planning of such activities and hold National Governing Body qualifications where appropriate or will have achieved adequate proficiency in that activity. Specific advice will be obtained from the relevant federations or associations. Where no such body can be identified, the School will obtain evidence of the competence of the External Provider, including seeking references from other schools, where appropriate. The level of qualification required should be matched to the relevant hazards and risks associated with that activity and specific advice can be obtained from the relevant federations or associations.

Where the main activity is an Adventurous Activity or any activity which is facilitated by an External Provider, the Visit Leader will have regard to the appropriate legislation and guidance available at that time. Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. Specific permission for swimming will always be sought from the Parents in advance. When planning water sports, the Visit Leader should consider the need for instructors and lifeguards. The Visit Leader should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

If the Visit Leader assigns the technical instruction of the group to an External Provider, they should agree with the External Provider their respective roles. Everyone must have a clear understanding of the roles and responsibilities of Supervisors and External Providers.

The Visit Leader and School staff retain responsibility for the moral and emotional well-being of pupils during the activity at all times and should not hesitate to withdraw them from an activity they judge to be unsafe or causing distress.

Pupils' views should always be taken into account. Children who are reluctant to undertake a particular activity should never be forced to participate in that activity.

The Visit Leader will take appropriate steps to ensure that External Providers do not have substantial unsupervised access to pupils unless this has been authorised and risk assessed by the school.

The Visit Leader will ensure that all appropriate safety measures are taken, and that all safety equipment provided is used in accordance with the recommendations of the appropriate national governing body or association for the sport or activity concerned, including the wearing of helmets (where appropriate).

Prior to commencement of any Adventurous Activity, the Visit Leader should be fully satisfied with arrangements for health and safety.

The Visit Leader must obtain relevant documentation from the external provider including relevant risk assessments, safety details and detailed nature of the activities proposed. This information should be included within the risk assessment documentation for that particular visit. In the event they are not satisfied they will consider whether it is appropriate to abort the activity altogether or whether it is safe and/or appropriate to undertake a Plan B, where a dynamic risk assessment will be undertaken.

For further information please see:

<https://www.bsigroup.com/LocalFiles/en-GB/consumer-guides/resources/BSI-Consumer-Brochure-Adventurous-Activities-UK-EN.pdf>

First Aid

Visit Leaders are also responsible for ensuring that First Aid equipment is carried on the trip and that up-to-date medical details and contact details for all pupils are available. Any major incidents that occur during the trip, the SMT and EVC must be informed immediately. On return from the visit, the Visit Leader is responsible for reporting any incidents which occurred on the visit to the Educational Visits Co-Ordinator and relevant SMT members. A trained first aider should accompany an Educational Visit, particularly a visit that has a residential element.

Documentation/GDPR

The Visit Leader is responsible for documentation and to be aware of GDPR breaches. Visit paperwork containing pupil and staff information must be looked after carefully and collected in after the trip and destroyed. The use of School devices/school-based platforms for holding trip related information is mandatory.

Insurance

The school has in place insurance for each Educational Visit which should include where appropriate, but is not restricted to, Employer's liability insurance, public liability insurance, professional indemnity insurance, motor insurance, travel insurance and independent instructor insurance.

Parents should be informed of the insurance arrangements in clear terms. They should be told which insurances are arranged by the school and which are arranged and payable by the Parents.

Parents should be told that if they require cover for specific events (for example, repatriation to somewhere other than the United Kingdom) they must make their own arrangements.

Parents should be informed that the school cannot accept liability for the failure of an insurance for reasons beyond the control of the School or where the School has made reasonable enquiries and exercised reasonable care.

A copy of the insurance details (policy number, contact number and what is covered) is sent to the trip leader before a residential trip.

Pupils' Property

Parents are requested not to send pupils on visits with expensive equipment that may attract thieves or be lost or broken. In any event, pupils will be responsible for all items of personal property taken on the visit.

The Safety and Supervision of Pupils on an Educational Visit

The Visit Leader retains a duty of care for the group at all times, unless the responsibility for providing care and supervision has been formally handed over to an appropriately selected third party provider for a specific period.

Supervisory Roles for Accompanying Staff

In delegating supervisory roles, it is good practice for the Visit Leader to:

- Arrange the party into small and easily managed sub-groups.
- Ensure that each assistant leader knows which sub-group and which pupils they are responsible for.
- Ensure that each pupil knows which assistant leader is responsible for them.
- Ensure that all leaders understand they are responsible to the Visit Leader for the supervision of the pupils assigned to them.
- Ensure that all leaders and pupils are aware of the expected standards of behaviour.

It is good practice for each assistant leader to:

- Have a reasonable prior knowledge of the pupils, including any special educational needs, medical needs or disabilities.
- Carry a register of all group members.
- Apply the appropriate type of supervision, as required by or agreed with the Visit Leader.
- Regularly check that the entire group is present - take a register.
- Have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes.
- Have the means to contact the Visit Leader or other assistant leaders if needing help.
- Be alert to and recognise unforeseen hazards and respond accordingly.
- Monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.
- Be competent in techniques of group management.
- Ensure that pupils abide by the agreed standards of behaviour.
- Clearly understand the emergency procedures and be able to carry them out.

Responsibilities of the Pupils on a Visit

Each pupil should:

- Know who their leader is at any given time and how to contact them.
- Make sure that they have understood instructions.
- Make sure they are not isolated from the group.
- Know who their fellow sub-group members are.
- Alert the leader if someone is missing or in difficulties.
- Make sure they are aware of any designated meeting place.

- Make sure they understand what to do in an emergency or in the event of getting lost, e.g. given staff emergency numbers; actions to take in the event of a medical emergency; how to shelter appropriately in difficult weather conditions.

Pupil Behaviour on School Trips

- Pupils are aware that, whilst travelling with a school party, they are representing the School to the wider community. Pupils must not act in such a way as compromises their safety, or that of anyone else, or potentially brings the school into disrepute. Any actions, or planned actions, which contravene these rules, will be treated seriously by the school.
- Pupils are expected to abide by all normal School Rules whilst on School trips, by the law of the land, and by other rules established by School staff accompanying the trip for the benefit of efficiency, order or good discipline.
- In cases of seriously bad behaviour, repeated misbehaviour, or dangerous conduct, pupils may be returned to the School at their Parents' expense.

Taking the Register

Regularly taking the register should take place throughout all off-site activities. The frequency will need to be increased at certain points such as crowded public areas, getting on and off transport, and when arriving at or leaving a location or near a significant hazard (such as water). A register should always be part of any initial response to an incident or emergency. It is easier to monitor and count smaller groups and clusters.

The trip leaders should always:

- Take a register before entering and departing from a venue or form of transport e.g. coach, train, ferry.
- Always carry a register of all the pupils and adults involved in the visit.
- Ensure that younger pupils are readily identifiable, especially if the visit is to a densely populated area, e.g. high vis jackets, brightly coloured caps, T-shirts or the School uniform can help identify group members more easily.
- Avoid identification that could put pupils at risk e.g. name badges.
- Provide extra safeguards for very young pupils, or for those with special needs, such as providing laminated cards or wrist bands displaying the name of the group or hotel and an emergency contact number. This could be appropriate for all visits abroad, with a translation of the information into the relevant language(s).
- Ensure that everyone is aware of rendezvous points.
- Ensure that everyone knows what to do if they become separated from the group.
- Make everyone aware of their destination e.g. the tube station where the plan requires them to get off.

Supervision on Residential Visits

The responsibility for supervision is continuous, 24 hours a day. It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves. This does not mean that the pupils on the trip need necessarily to be constantly watched, but rather that leaders need to achieve a sensible balance of activities and supervision methods.

Time for the pupils to be with their peers, away from a close adult presence, can be an important part of visits, particularly of residentials, and brings many additional learning opportunities. This is equally true for structured learning time as it is for recreational time on longer visits. However, too much unstructured time can allow opportunities for homesickness and wandering off, so the time needs to be appropriately managed.

Opportunities for such time should be built into the visit plan with appropriate levels of supervision included.

Visit Leaders should:

- Take care with the use of terms such as 'free time' and 'down time' so that they do not suggest to group leaders or participants that supervision will not be in place.
- Ensure that all group leaders and pupils always understand the standards of behaviour that apply, not just during activities.
- Ensure that a group leader duty system operates so that groups always continue to be appropriately supervised, and that any handover of responsibility is made clear.
- Have strict guidelines for behaviour in bedrooms and dormitories.

Supervision can be direct or indirect (within clear boundaries). In reality, these two form part of a continuum of supervision ranging from physically holding the hand of a child, to supervising a group of competent and sensible pupils who are within sight and sound at all times. The two types outlined here are illustrative of the range:

Direct Supervision occurs when the group remain within sight and contact of a leader at all times.

Indirect Supervision (supervision within clear boundaries) occurs when a group is given the freedom to explore an environment or engage in an activity away from direct adult supervision but within clearly identified and agreed boundaries, for example:

- Small group or individual work within a gallery, museum, cultural or historic site or city
- Time between more structured activities during a residential visit. This should be set up so that, in an emergency or changed circumstances, it should

not be a difficult or lengthy process to re-establish direct supervision. Keys to indirect supervision (supervision within clear boundaries) include:

- Identifying clear geographical boundaries within a suitable area and ensuring everyone is aware of these.
- Setting a time limit by which all are to be back at an agreed location.
- Ensuring pupils are in small 'buddy' groups and know to stay together.
- Briefing pupils as to the location of leaders during the activity: some leaders could be in a fixed position and others roaming the agreed area.
- If pupils get lost, they know not to wander aimlessly but to stay together and wait for a leader to find them.
- If abroad, ensuring pupils carry a small briefing card in the local language.
- On a residential visit, ensuring pupils know the location of their accommodation (carrying a hotel card from reception is a simple and effective idea).

For example, on a trip to Europe one of your aims is for the pupils to have a cultural experience and an opportunity to practise language skills in the local market. The Visit Leader chooses an appropriate market with an easily defined boundary and no major traffic hazards. They split the pupils into small groups who know to stay together with the group leader. Each group has a small card in the local language explaining who they are and giving an emergency contact number. The pupils are shown the geographical boundaries within which they can roam and the rendezvous point where there will always be a leader and where they are to meet by a certain time. Some leaders are at a rallying point while the others walk round the market with the pupils. This is a good example of a sensible risk benefit assessment – the educational benefits are clear and powerful while the risks are appropriately managed.

Nighttime Supervision

It may not be possible or appropriate that all of the following are fully met but Visit Leaders must either be confident that the risks of the accommodation can be managed, or they should change location.

The sleeping accommodation is exclusively for the group's use or rooms are located next to each other, ideally on the same floor or:

- If the accommodation is being shared with another school group, the joint expectations of leaders and pupils are shared and agreed.
- Leaders have sleeping accommodation providing easy access to their group. Consider location of leaders when pupils' rooms are not in close proximity to each other.
- Consider the most appropriate allocation of pupils to rooms – e.g. separate accommodation for boys and girls.

- At least one staff member is always available and pupils know where they are and how to contact them.
- Where shower and toilet facilities are not en suite, consider arrangements for managing the use of shared facilities.
- Consider how secure the buildings can be made against intrusion and if there is 24- hour staffing of reception.
- Confirm that rooms can be secured but leaders are aware of how to gain access to a room in an emergency.
- Ensure everyone knows the emergency procedures, fire escape routes and assembly points.
- Fire escape routes have been checked to ensure that they are clear of obstruction.
- Ensure there is an appropriate Personal Emergency Evacuation Plan (PEEP) for any adult or pupil who may need one.

Group Supervision when Travelling.

The level of effective supervision necessary for the journey should be considered as part of the overall risk management plan. Lost person incidents are most likely to occur at rest stops, when changing transport or during transitions from one place to another.

Positioning of leaders, rendezvous points, clear communication between subgroups and especially taking registers before continuing, are important tools at such points.

Emergency Procedures

The Visit Leader and at least one other Supervisor will carry a fully charged mobile phone at all times and will ensure that an emergency contact at the School has the relevant numbers.

Any Educational Visit which occurs outside of School hours is assigned an emergency contact; this is the Head Teacher. The emergency contact will be provided with full details of the visit including contact numbers for the Parents. Visit Leaders must keep their emergency contact informed of substantial changes to the itinerary. The emergency contact is the link between the Visit Leader, SMT and the Parents.

In the case of an emergency, the Head Teacher is responsible for coordinating the school response.

In an emergency, the Visit Leader will contact the Emergency Contact. If the Visit Leader or Deputy Visit Leader is unavailable to make this call, another member of Staff on the trip will make the call.

The Emergency Contact will thereafter be responsible for co-ordinating arrangements at School including:

- Contacting members of the SMT.
- Despatching of additional staff support to the scene of the trip.
- Contacting the Parents of pupils on the School trip and making sure that a dedicated telephone line is made available for the Parents to call if appropriate.
- Providing any additional logistics or support arrangements for the School group (including, for example, alternative transport arrangements).

Evaluation

All Educational Visits should be evaluated and be given to the Education Visits Coordinator. Evaluations must be submitted as soon as practicable after the visit has been completed. Visit Leaders are encouraged to include a pupil evaluation. The evaluation should include incidents, accidents, near misses and any problems that can inform staff who may be running the same trip in the future.



Appendix 1 - REDDIFORD SCHOOL VISITS RISK ASSESSMENT

Visit Leader: Deputy Visit Leader:

Destination:

Date: Class/es: No. of Children: No. of Staff:

Departure Time: Return Time: Coach Company:

Names of Staff & Mobile no's: First Aider/s:

Lead:..... NB: Attach list of children

Deputy:..... Attach list of children requiring medication

..... Attach Permission slips

..... Date of meeting with all staff concerned:

..... Date of parents meeting for residential trips:.....

..... Coach contact No.

..... Visit Leader & Deputy Signed:

HAZARD <i>List what could cause harm</i>	PERSONS AT RISK <i>E.g. Pupils/Staff</i>	PREVENTATIVE MEASURES <i>How will the risk be minimised?</i>	RESIDUAL RISK <i>Low/Medium/High</i>
Supervision	Pupils	<ul style="list-style-type: none"> • The minimum supervision will be as follows, however, any activity near water or needing more staff will be taken into account during the planning of the trip. • <u>EYD</u> – minimum supervision as outlined in the EYFS, destination and children taken into account. • <u>Pre Prep</u> - recommend a ratio of 1:8 with not less than 2 staff per trip. • <u>Prep</u> – this will depend upon the risk assessment for each trip. 	
Pupil lost or separated from the group.	Pupils	<ul style="list-style-type: none"> • Ensure supervising staff understand their roles. • Sufficient supervision. • Plan and use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders, high vis jackets, etc). • Discuss itinerary and arrangements with pupils. • Briefing to all on what to do if separated from group. • Registers taken by supervising staff, especially at arrival/departure points and when separating and reforming groups. 	
Illness or injury	Pupils, staff	<ul style="list-style-type: none"> • At least 1 staff is first aid trained. • First Aid cover accessible and appropriate. • Leaders know how to call emergency services. • Pupils and parents are reminded to bring individual medication and this is kept securely. • First Aid and travel sickness equipment carried. • Mobile phones carried by staff. • Emergency contacts with school and parents arranged. 	

Special needs of specific pupils – medical, behavioural, educational	Pupils	<ul style="list-style-type: none"> • Take advice from staff including welfare and SENCO. • Pupil information from parents is available. • Make necessary arrangements and appropriate staffing. 	
Traffic accident	Pupils, Staff	<ul style="list-style-type: none"> • Coach from a reputable company. • Seat belts are used, staff to ensure this. • Close supervision and registers taken during any breaks in journey and getting on and off coach. • Suitable embarkation points used (e.g. coach park, onto wide pavement). 	
Minibus travel	Pupils, Staff	<ul style="list-style-type: none"> • Used in compliance with MIDAS training. • Recommended at least two members of staff on board. • Care always taken in parking in suitable places for disembarkation. • Close supervision and registers taken during any breaks in journey and getting in and out of the bus. • Driver ensures seatbelts are used. • Equipment in vehicle securely fastened and clear of aisles. 	
On foot.	Pupils, Staff	<ul style="list-style-type: none"> • Work on foot planned to avoid fast roads wherever possible. • Supervision on pavements, roads and especially crossing roads is pre-planned. • Pupils are briefed about hazards and the behaviour expected. • If abroad, pupils briefed re right-hand traffic and any in-country traffic and pedestrian crossing rules. 	
Use of public transport.	Pupils, Staff	<ul style="list-style-type: none"> • Journey is planned and assessed; key risk points identified. • Careful supervision, particularly in crowded areas and entry, exit and change points with registers taken. • Large groups divided into small groups each with a leader. • Pupils know their group and leader. • Emergency plan in place – pupils briefed where they are going, what to do if separated from group. 	

Exposure to weather - cold injury, heat injury, over exposure to sun	Pupils, Staff	<ul style="list-style-type: none"> • Consider possible weather conditions and plan appropriate programme, clothing and equipment (warm and waterproof clothing and, in summer, sun protection). • Provide clear information re suitable clothing and equipment to pupils and parents. • Plan for pupils who may/do not bring suitable kit–check before departure and/or bring spares. • Weather forecast obtained and plans adjusted accordingly. 	
Animals, insects, poisonous plants etc.	Pupils, Staff	<ul style="list-style-type: none"> • Avoid known high risk situations. • Take necessary avoidance action if encountered. • Ensure First Aid and allergy medication is carried. 	
Staff’s own children	Pupils, Staff	<ul style="list-style-type: none"> • If staff’s own children are part of the group, pupil supervision must not be compromised. • Staffing considered before allocating groups. • Staff’s own children are similar age to group and supervised with pupils by another staff member. 	
Return from visits particularly after school hours	Pupils	<ul style="list-style-type: none"> • Return is pre-planned and parents are informed what time and where to collect pupils from (or it is pre-agreed with parents that older pupils will walk home). • Suitable arrangements are made for any pupils whose parents fail to collect them. 	
Emergencies	Pupils, Staff	<ul style="list-style-type: none"> • The school has an emergency plan for dealing with an incident on an educational visit. • Contact details of parents, group leader, school and, if appropriate, Head teacher/Bursar’s after-hours number are held by the group leader and Bursar. • Leader and Head teacher/Bursar has instructions as to what to do in an emergency. • All staff understand emergency plan and their role. Pupils briefed appropriately. 	

Service station and other breaks in journey	Pupils	Pupils briefed on: <ul style="list-style-type: none"> • Purpose and timings of stop. • Pupils to remain in sight of staff at all times. • Remain in pairs or threes (buddy system - each responsible for named other). • Reminded re moving traffic (driving on right if abroad) and safe pedestrian crossing behaviour. • Close supervision at all times by each group leader. • Register taken before departure. 	
Ferry crossing	Pupils, Staff	<ul style="list-style-type: none"> • Close supervision by each group leader on vehicle deck and at all times whilst on ferry. • "Rules" established and pupils briefed especially re open deck area (not permitted in dark or if sea is rough) • Remain in pairs or threes (buddy system - each responsible for named other). • Establish a specific seating area/meeting point and have a member of staff there throughout crossing. • Pupils to remain in sight of staff at all times. • Explain the ferries emergency procedures (term muster station etc) to the group. • Plan arrangements for docking reminding group of numbered stairway to coach deck. • Careful registration before disembarkation, • Planned procedure for missing pupils - e.g. member of staff to leave as foot passenger. 	

- **Be aware of your surroundings at all times.**
- **The children are your responsibility the whole time.**
- **Always take the register and do a head count before boarding/leaving transport, or entering and exiting a venue.**

Appendix 2 - Residential and Overseas Visit Planning Checklist

Actions (sign and date)	Not started	In progress	Completed (sign and date).
Conduct Risk Assessments of all activities, locations and venues, events, travel arrangements, accommodation and regularly update them. Share the risk assessment with all staff involved in the activity. All staff have own copies.			
Arrange a meeting with staff and accompanying adults to brief them on roles and responsibilities, safeguarding, risk assessments.			
Parental Consent Form requesting special medical and diet information and permission to take appropriate emergency measures, plus home contact numbers.			
Select accompanying adults and work out safe staff/child ratio ¹ for adequate supervision.			
Legal clearance: - ensure that accompanying adults have up to date enhanced DBS clearance (or equivalent).			
DBS for non-school staff, i.e. coach drivers.			
Ensure all staff chaperoning children have an understanding of their responsibility to safeguard children and what to do in the event of a child protection incident, that they have read all risk assessments and signed them, that they have read the school Safeguarding policy and know who the DSL is for the school trip.			

¹ Consider ratios in respect of the age of the children, whether any of the children have special needs, the nature of the trip and activities, the experience of those accompanying pupils, duration of the trip and if there are overnight stays.

Appoint DSL to handle any child protection allegations or concerns that arise during the event.			
Inform all children and staff who the DSL is and how to contact them.			
Arrange a pre meeting with staff to brief them on the visit including roles and responsibilities and staff code of conduct, including safeguarding behaviour as outlined in SCOPE and safeguarding policy.			
Arrange a meeting with the participants to remind the pupils of the school Pupil Code of Conduct and discuss sanctions and consequences for breaking the code of conduct. All staff/adults play a role in ensuring that children are adhering to the Pupil Code of Conduct and that bullying behaviour or non-adherence to the code does not go unchallenged.			
If European travel is involved request nationality and passport details, UK GHIC / valid EHIC.			
Insurance arrangements (check that child protection is covered). All insurance fully covers all staff and pupils for all events, copies of Insurance documents issued to all staff.			
First Aid – All staff are First Aid trained, all staff instructed to have First Aid kit and pupil medications with them in a medical bag when with the pupils.			
Medications – All staff aware of passenger manifest with pupil medical needs, dietary needs, allergies and recording sheets (kept for administration of all medication).			

<p>All pupils have emergency contact details and have received instructions of what to do in an emergency. Include:</p> <ul style="list-style-type: none"> - 112 European Emergency services number - Mobile phone number of staff / group leader. - Accommodation address if required. 			
<p>Copy of LOtC (Learning Outside the Classroom) Quality badge or similar local accreditation.</p>			
<p>Teacher/Trip information packs prepared and disseminated to staff including registers.</p>			
<p>All staff informed that registers to be used in the morning at breakfast and evening before dinner, when embarking and disembarking off transport (boats, coach, train, etc), when entering and leaving venues to be visited (both indoor and outdoor), when entering and leaving accommodation, and any other reasonable times. Pupil names to be called out, not head counts.</p>			
<p>Pupils informed of all fire and evacuation emergency procedures in all venues, transport, accommodation, etc. This should be done in advance where possible otherwise upon arrival at venues or on the transport i.e. boat.</p>			

Document to be read and signed by Visit Leader and Deputy Visit Leader and copies shared with all trip staff, DSL and SMT.

Visit Leader

Name..... Signature..... Date.....

Deputy Visit Leader

Name..... Signature..... Date.....