

Holme Grange School



EDUCATIONAL VISITS POLICY

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This policy applies to all pupils whilst in the care of Holme Grange School, to include provision before and after school, trips and activities. This policy applies to the whole school including the Early Years Foundation Stage – Little Grange and reception classes

Whilst the School, the Governors and the Headteacher have particular responsibilities, health and safety is a responsibility shared by everyone within the school.

- The Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations, 1999 set out responsibilities. Legislation is enforced by the Health and Safety Executive.
- The employer is responsible for health and safety, though tasks may be delegated to staff.
- Employees have a duty to look after their own and other's health and safety.
- It is very rare for school staff to be prosecuted under criminal law with regard to accidents involving children.
- Employers, school staff and others also have a duty under common law to take care of pupils in the same way that a prudent parent would do so.
- Most claims for negligence are brought against the employer (who has public liability insurance) and not individual members of staff

This policy has been created in accordance with the DfE document Health and safety on Educational Visits, advice for schools, 2018 [here](#) and *Departmental advice on health and safety covering activities that take place on or off school premises, including school trips. February 2014* and is additionally informed by:

- (HSE) School trips and Outdoor Learning Activities Tackling the Health and Safety Myths June 2011 [here](#)
- The Schools' Health and Safety Policy
- Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- The Education Act 2002 section 175 (Child Protection)
- The SEN and Disability Discrimination Act 2001
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 ([here](#))
- Outdoor Education Advisors' Panel, Employer Guidance, September 2011, <http://oeapng.info/>
- [Group Safety at 'Water Margins'](#)
- [Adventure Activities Licensing Regulations \(2004\) \(for England, Scotland and Wales\)](#)

Any planned activity that involves caving, climbing, trekking, skiing or water sports must involve a check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2014 for England, Scotland and Wales.

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1. INTRODUCTION

We believe educational visits and off-site activities enhance the education and development of our pupils and assist children in the important developmental process of learning to understand and manage the risks that are a normal part of life.

Staff routinely organise off-site activities to fulfil curriculum and examination requirements or to provide pupils with an enriched range of opportunities and resources. In particular, they have opportunities to participate in activities and gain from experiences not available in the normal classroom. Such visits help young people to develop a wide range of valuable personal and social skills. This document is designed to support staff by ensuring that such programmes continue to be safe and well managed.

The school seeks to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits we seek to make our visits available to all pupils to whom the activity is aimed and wherever possible to make the activities accessible to those with disabilities. Common sense should be used in assessing and managing the risks of any activity and Health and safety procedures will always be proportionate to the risks of an activity.

Holme Grange School believes that school visits are an essential resource for the teaching of a broad and balanced curriculum, the programme for such visits being regularly reviewed by the School management and leadership to ensure relevance, appropriateness and parity between different sections of the School, and quality of provision. School staff are given the training they need so they can keep themselves and children safe and manage risks effectively. These visits begin with day or half-day trips and progress to residential experiences as children progress through the school.

2. FOCUS AND OBJECTIVES

The aims of our off-site trips and visits policy are to:

- Ensure trips and visits are worthwhile and educationally valid
- Outline the legal requirements and responsibilities for trips and visits, including training requirements for staff
- Provide a clear process for the approval of all trips and visits
- Provide a clear planning outline for trips and visits
- Cover Health and Safety issues arising from different types of trip/visit and indicate good practice and procedure
- Provide a means for the recording and evaluation of all visits made

3. EQUAL OPPORTUNITIES AND INCLUSION

Everyone concerned needs to ensure that every effort is made to include all children. The challenge is to make these activities available and accessible in some form to all who wish to participate or are required to take part. This would be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion. It needs to be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. These are significant factors to be managed, which may over-ride other considerations. *See the School's Equal Opportunities policy for more details*

4. PEOPLE INVOLVED

Role of the Governing Body

The Governing Body of Holme Grange, through delegation to the Head, is responsible for health and safety and has a duty under the common law to ensure that pupils are taken care of in the same way that a prudent parent would do so. The Governing Body will nominate a representative to be the Health and Safety Governor, to liaise with School management over H&S matters, including the safe management of trips and visits. The Health and Safety Governor is Mr Charles Gillow.

Role of School Employees

School employees have a duty to look after their own and others' health and safety. It is very rare for school staff to be prosecuted under criminal law with regard to accidents involving children. School staff and others have a duty under the common law to take care of pupils in the same way that a prudent parent would do so.

Role of the Headteacher.

The Head teacher will ensure that:

- all visits comply with the guidelines and regulations provided and the Schools own Health and Safety Policy;
- (through the EVC) all residential trips, external teaching outings, such as swimming, and outings involving the use of coaches are formally authorised;
- The School has Educational Visits management and direction provided by an Educational Visits Co-ordinator (EVC) and that the EVC is competent to oversee the coordination of all off-site education and is supported by attending relevant training courses;
- (through the EVC) appropriate controls to manage risk have been applied and that risk assessments for travel, accommodation and activities have been carried out prior to departure;
- the EVC keeps her informed of the progress of residential visits and that this information is relayed to parents if necessary;
- in the event of a major incident or accident, the "Emergency Plan" guidelines are adhered to in terms of informing parents and the Chairman of Governors;
- adequate Safeguarding and Child Protection procedures are in place;
- there is adequate and relevant insurance cover;
- in all cases, senior members of staff have access to the address and phone number of the visit's venue and a contact name;
- there is a contingency plan for any delays including a late return home
- serious incidents, accidents and near accidents are investigated.

Role of the Educational Visit Coordinator (EVC) *The EVC is Co-Curricular Coordinator George Wright,.*

The EVC is responsible for ensuring that:

- all residential trips, external teaching outings, such as swimming, and outings involving the use of coaches are formally authorised, ideally a term in advance to ensure the School Diary is up to date
- That for any exchange visits, safeguarding procedures, as detailed in the School's own policy and KCSIE 202 are strictly followed
- full documentation is provided to support planning of all trips and visits with due regard to safeguarding issues at each stage of planning (A and B – see forms in the appendices).
- all day trips and those involving parental transport have official School approval.

- all necessary arrangements and preparations have been completed including the risk assessment before the visit begins.
- All off-site visits are thoroughly planned using standardised whole-school documentation.
- All staff are aware of the guidelines available through the HSE document, School trips and Outdoor Learning Activities Tackling the Health and Safety Myths, June 2011
- All visits have appropriate support ratios and adequate cover for health and safety, first aid, medication and behaviour management.
- the visit leader is suitably supported to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.
- voluntary supervisors are appropriate to the activity/visit/trip and are appropriate people to supervise children, which will include the induction of volunteer staff to safeguarding procedures.
- emergency arrangements are made and that there is an emergency contact for each visit.
- records of individual visits are kept, in line with the School's retention of records policy.
- arrangements are in place for the Governing Body, delegated to the Health and Safety Governor, to be made aware of visits so that questions can be asked as necessary.
- visit evaluations are completed to inform future visits.
- the recording of accidents and the reporting of serious injuries is completed as required.
- accident and incident records are reviewed regularly, and this information used to inform future visits.
- there is a contingency plan for any delays including a late return home.
- systems are reviewed and, on occasion, practice monitored.
- To report to the Health and Safety committee as required (ordinarily, termly)

Role of the Trip/Visit Leader

The Trip/Visit Leader has full responsibility for the safe running of the activity including pre planning, following guidance and ensuring all participants are aware of their roles.

It is the responsibility of the Leader to maintain standards of behaviour and discipline while on educational visits by all participants both staff, volunteer helpers and pupils.

One teacher, the Leader, will have:

- Overall responsibility for the supervision and conduct of the visit; and
- Regard to the health and safety of the group including all matters related to safeguarding; and
- Responsibility for the behaviour and discipline of pupils during the visit.

The Leader will:

- make appropriate plans in good time, ideally to enter the trip/visit date in the following term's calendar and identify the purpose and objectives of the visit and obtain the relevant Head of School's and EVC's agreement before the off-site visit/trip takes place.
- appoint a deputy in the event of the leader being unable to remain in charge.
- undertake and complete all necessary documentation and appropriate risk assessment, which will include detail regarding medical, safeguarding, and/or behavioural need of pupils and appropriate controls
- leave copies of these documents for the EVC and senior staff, via office staff, at least **three working days** before a visit is to be taken and take copies to the venue.
- complete the post trip evaluation/accident/incident documentation.

- plan the itinerary in such a way as to account for all times on the visit including meal and 'down' times particularly on residential trips.
- have prior knowledge of the venue – the visit leader should normally have made an exploratory pre visit or discussed the visit with the Educational Department of the venue.
- inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit. Written consent for parents of nursery aged children is always necessary. Consent for trips which are outside of the routine school hours and for activities involve a higher level of risk than those considered routine (i.e. activities which are replicating the classroom/school environment, but off site) is always sought.
- ensure the ratio of staff to children is appropriate for the needs of the group and the nature of the activity to be undertaken. The following *guidelines* should be considered alongside the nature of the trip and/or activities inherent in the trip/visit. Deviation from the guidelines will require clear justification and will have been approved by the EVC.

<i>Little Grange</i>	<i>1:2</i>
<i>Reception</i>	<i>1:5</i>
<i>Years 1 – 3</i>	<i>1:6</i>
<i>Years 4 - 6</i>	<i>1:10 to 15</i>
<i>Years 7 – 11</i>	<i>1:15 to 20</i>

- to seek the consent of the EVC for any voluntary involvement (see Voluntary Help, below) and, once consent is granted, to ensure that any parent or non-staff volunteers fully understand their roles and responsibilities, including the School's Safeguarding practices, prior to the trip and ensure that they are not left in sole charge of a group. Ratios can be doubled to include member of staff plus accompanying adult. The accompanying adult must remain in sight of staff member at all times and must not be allowed to take children to the toilet on their own.
- obtain DBS clearance for any volunteers taking part in a residential trip.
- if a visit has been organised for parents and children, to communicate with parents the expectations regarding supervision and responsibility: i.e. parents present would understand that they are responsible for their own children whilst the group leader plus other accompanying staff can be responsible for children without their parents present. The risk assessment must record this arrangement.
- allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for and vice versa.
- advise staff of appropriate head-counting and pupil presence checking procedures, for example the circle plan (children form circle when counting group they are then aware of faces and will quickly spot who is missing).
- have proper regard to the health and safety of the children and to ensure that adequate supervision is provided at all times ensuring that Safeguarding procedures are followed.
- to ensure that all adults involved in supervising the visit understand and are aware of the risk assessments including 'Plan B (change of leader etc.)' and the expected standards of behaviour.
- to ensure that pupils are aware and understand the risks involved in a trip or visit.
- to ensure adequate First-Aid provision. Where specific medical plans for individual children exist make all staff and accompanying adults aware of the plan. This detail should be included in trip paperwork (assessment of risk – pupil illness/medical condition)
- to ensure that staffing arrangements provide appropriate medical coverage, with a named (and appropriately qualified) member of staff responsible for First Aid, for the duration of the trip and the trip is resourced with appropriate medical kits and supplies. The member of

staff in charge of First Aid will have due regard to the procedures and guidance as laid out in the School's First Aid Policy.

- to ensure all relevant School policies are adhered to in the planning and execution of a trip/visit in particular the First Aid policy;
- to ensure that during the visit leaders have up-to-date emergency contact details of School and out of hours numbers, parents/guardians including contact details of the DSL.
- to 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.
- to stop the visit if the risk to the health and safety of the children is unacceptable and have in place procedures for such an eventuality.
- regularly review visits/activities. In the case of a residential trip this will take the form of the submission of Form C in the week following the trip.

Voluntary Helpers - *please see additional information "Family trips" below and Volunteers, Section 6.*

- Do their best to ensure the health and safety of everyone in the group
- Not be left in sole charge of pupils
- Follow the instructions of the group leader and help with control and discipline.
- Speak to the group leader if concerned about any issue during the course of the visit
- Voluntary helpers must be made aware of any pupils who may require closer supervision.

Pupils

- The visit leader must make it clear to the pupils that:
- They must not take unnecessary risks.
- They must follow the instructions of the leader including those at the venue.
- They must behave responsibly and in accordance with School rules
- They must not leave the group.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going the visit. Reasonable adjustments will be made for disabled children.

The School Office

- To assist Leaders with administration of School visits and trips.
- To ensure that all relevant checks have been undertaken if an external provider is to be used.
- To send all communication to Parents and maintain records of, for example, responses/returns.
- Prepare medical forms to include permission for emergency medication should the need arise and details of specific medical plans for children and collate and prepare for departure, the medical packs for day and residential trips
- To prepare kit lists for residential trips for parent information.

Parents

- Parents play an important role in the activity of a school and Holme Grange values very much the support the School receives from its parent body.
- School trips offer children managed and age appropriate opportunities to grow in confidence and independence, and therefore the chance to be away from home for a day, a day and a night, a weekend, or longer, are important events in a child's natural maturation. There may be occasions where parents are invited to volunteer in attending school day trips, particularly in Little Grange and Pre-Prep however it is the School's intention to ensure all trips are appropriately staffed using school employees.

“Family” trips:

A trip where families are invited as part of the trip’s arrangement are called “Family Trips” and fall into one of 3 categories:

1. A skiing trip, for example, may include children of families who have arranged to be resident in the same ski resort and will have close interaction with the group. This would be indicated as such on all paperwork, adults in question would meet the trip leader in advance to discuss expectations and the protocol for interaction, and appropriate safeguarding measures considered and if appropriate, put in place.
2. A trip where there is agreed medical or exceptional circumstance why a child needs to be accompanied by a parent.
3. The skills or experience of a parent are not available on the staff body and are essential for the safety or educational outcomes of the trip

Anyone accompanying a residential trip, other than staff, will have to undergo full safeguarding and medical checks in order to ensure the safety of the students are not compromised in any way. This will form part of any risk assessment procedure to be completed by the trip organiser before being signed by the Educational visits coordinator.

5. COMMUNICATION WITH PARENTS WHEN ARRANGING A VISIT OR TRIP:

The school has in place a clear process to be adhered to in planning and organising an educational visit or trip: The Forms A,B and C (held as appendices to this policy) comprise the format for arranging a trip. Example letters can also be requested from the EVC for reference.

The Visit Leader will ensure that parents are given sufficient information in writing and are invited to any briefing sessions, if appropriate, so that they are able to make an informed decision on whether their child should go on the visit. This should include proposals for alternative activities in case, for example, adverse weather conditions prevent the intended activity taking place. Reasonable adjustments will be made for disabled children.

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

- reinforcing the School’s code of conduct;
- understanding the clothing and footwear that will be required and ensuring that this is provided.
- A pupil’s behaviour at School, prior to a trip departing, may cause the trip leader to reconsider the child’s place on a trip. Trip leaders should make this clear in written communication with parents, particularly for residential and overseas trips, when a trip is offered.

Parents will be informed of the arrangements for sending a pupil home early. Parents will normally be required to meet the costs of such arrangements.

Parents will contribute to the success of the visit by:

- understanding the objectives of the visit;
- giving written consent to transport arrangements;
- giving written consent to all emergency and other medical or dental treatment necessary for the safety and well-being of the pupil;
- giving clear information where relevant on their child's ability or inability to swim;

- providing clear information on their child's health and any special needs, need for medical attention or medication;
- ensuring that there are clear contact arrangements

6. SAFEGUARDING INCLUDING CHILD PROTECTION

All children have the right to be protected from harm. An educational visit that is off-site and has residential activities, provides stimulating learning and, in many cases a different and more relaxed or interactive environment.

The School is committed to ensuring that:-

- Child protection procedures are initiated
- Clear lines of communication and effective liaison between staff managing and supervising this work.
- Clear lines of communication and effective liaison between all agencies responsible for the safety and welfare of children.
- Enabling children to understand their rights and recognise and deal with unsafe situations.
- Implementing the policy and procedures in the School's Safeguarding Policy.

7. VOLUNTARY HELP

- The School will look to staff all trips/visits with School staff, negating the need for voluntary help
- The use of voluntary helpers is only permitted by the Headteacher or EVC
- This permission will be based upon knowledge of the volunteers. The fact that help is voluntary does not negate the legal responsibility of those involved.
- It is not necessary for all volunteer helpers to undertake a DBS check as they will NOT be left in sole charge of the children. However, in the case of residential trips this is compulsory.
- Volunteer helpers must not be left in sole charge of children.
- All volunteer helpers have the same responsibility to follow the instructions of the visit leader.
- All voluntary helpers will have read this policy and signed to say they understand their role.

8. TRANSPORT

- Parents should always be informed of the type of transport to be used and can be provided with relevant risk assessments on request.
- Hired transport – The Leader should ensure appropriate levels of supervisory staff are available to ensure the safety and welfare of all pupils. The school has a designated list of coach providers which must be used. These companies have a proven track record of maintenance.
- On the day of the visit the group leader should undertake an inspection of the coach.
- Use of private cars – It is necessary for staff to check their own insurance as to transporting children. The school will pay any additional insurance costs incurred by a member of staff to add this to their policy. Parents must always be informed if members of staff intend to use private transport.
- Use of private cars – When parents are asked to assist in the transportation of children other than their own to a school function the following conditions apply:
 - All parents should give written consent or at least verbal consent, recorded in writing by the Leader.
 - Parents must provide the school with a copy of their driving licence and insurance document.

- If points are added to a licence for any offence it is deemed by the Governors that these parents are not allowed to transport children.
 - Seat belts must be worn and booster seats provided for transportation of those pupils who are required to use it by law.
 - School will not reimburse parents for the use of their cars.
 - The using of au-pairs / nannies is not permitted by the school to transport children other than those in their care. It is necessary for parents to check their own insurance as to transporting children.
 - DBS certificates should be obtained for all parents transporting other pupils
- In the case of a child with a physical disability school staff are not permitted to lift them on to a bus, car or other form of transport. Arrangements have to be made by the parents to cover this eventuality.

9. RISK ASSESSMENT

Risk assessment and risk management are legal requirements. For educational visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill.

School employers and staff organising trips should always take a *COMMON SENSE* and *PROPORTIONATE* approach remembering that, in schools, risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether but it should avoid less or unhelpful paperwork. The safety of members of the group is paramount and Group Leaders should have due regard to the School's Safeguarding procedures in planning for a trip. The processes to be followed for planning a trip involve specific reference to Safeguarding matters and liaison with the DSL which must happen prior to any off site trip, day or residential.

- **Generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place. Examples of generic risk assessment include travel by coach and visits to coastal venues. These are drawn up by the EVC for use in conjunction with other specific risk assessments.
- **Visit/site specific risk assessments** which will differ from place to place and group to group. These are usually undertaken by the school for each venue and are amended as necessary for different groups. They should be prepared or agreed by someone trained and competent to assess risks, such as the EVC.
 - Site specific risk assessments where the same venue is used each week e.g. swimming will be prepared by the EVC and, barring any changes to the nature of the venue, the prime concern on a weekly basis is the risk presented by the group of pupils undertaking the visit.
 - For visits which are 'one offs' a specific risk assessment for the venue itself as well as for the pupils is required. Examples of this would be visits to farms, galleries, museums, public parks, garden centres etc. as part of a specific curriculum module for a specific class group
 - For both of these the EVC will direct the visit leader to the relevant sections of the School guidelines covering the type of visit.

ONGOING RISK ASSESSMENT

Visits deal with risk assessment. Risk assessment does not end when the visit begins.

Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The group leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded, though may be referred to in the post visit/trip review. They should be informed by the generic and visit or site specific risk assessments

It is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

Check the local weather forecast

- to inform decisions on appropriate clothing;
- to be aware of whether water activities might be in areas prone to flash floods, high winds etc.;
- to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

Seek local knowledge of potential hazards, e.g.

- tides;
- rivers/streams prone to sudden increases in flow;
- difficult terrain;
- crossing points for road, rail or water;
- unstable cliffs.

Plan B

- good forward planning will always include alternative plans in case the itinerary needs to be changed;
- a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances;
- group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from the transport;
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.
- **All staff and pupils should be aware of a “PLAN B” in the event of the planned agenda needing to change.**

Visit leaders are always in charge. They should trust their own knowledge of the young people and use their own professional judgement. This may include challenging an activity leader where the visit leader’s knowledge of the group is superior or intervening to prompt a

change of plan, including stopping an activity if they feel uncomfortable or believe that that it has become too hazardous.

- Where it is considered unsafe to include a particular pupil because there are serious doubts concerning their behaviour or it is felt that they represent a significant risk to themselves or others within the group the Headteacher will make the final decision on whether the pupil should access the trip. Suitable alternatives that will meet the educational needs of the excluded pupil will be planned.

Some activities, especially those happening away from school, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a specific assessment of significant risks must be carried out. The Headteacher should ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned.

However, Staff do not need to carry out a risk assessment every time they undertake an activity that usually forms part of the school day, for example, sports matches and swimming. Any risks of these routine activities should be considered when agreeing the school's general health and safety policies and procedures. An annual check to make sure the precautions remain suitable is all that is required

We have a duty to ensure that:

- We make our children more risk aware so they can manage themselves.
- Parents and others with that responsibility are:-
 - made fully aware of the risks involved in educational visits and adventurous activities.
 - shown how these risks are managed.
 - informed of what strategies are to be put in place to make them manageable.
- Once this information is in place, parents are able to make an informed decision about giving their consent.

Explanation and parental consent does not remove the responsibilities of the School and Governors under health and safety law, as the corporate parent.

Every visit needs to be risk assessed effectively. The Leader must fill in the **risk assessment sheets which are a part of the Educational Visit form (see Appendices)**. Once this has been done, the Leader needs to present the risk assessment sheets to the EVC for signed approval. The Group Leader must read 'How to risk assess an Educational Visit' (Appendix B)

10. FUNDING

- All day off site activities and residential trips are funded by the parents concerned via their school account.

11. VETTING OF PROVIDERS

- As part of visit planning, any external providers should be assessed as suitable to meet the establishment's and group's needs and requirements, and relevant safety standards.
- When a residential or visit that includes adventurous activities is being considered, the providers of such services will be vetted by the School (see *accreditation and licensing below).
- The Leader should check the level of insurance in place when using a tour provider. (See Insurance section)
- The School would expect providers to be suitably accredited and the group leader must check that any provider is an appropriate organisation to use. This could include checking:
 - Accreditation via the [Learning Outside the Classroom Quality Badge](#) or for adventurous activities, licensing through [Adventurous Activities Licensing](#)*
 - their insurance
 - that they meet legal requirements
 - their health and safety and emergency policies
 - their risk assessments
 - control measures
 - their use of vehicles
 - staff competence
 - safeguarding
 - accommodation
 - any sub-contracting arrangements they have
 - that they have a licence where needed
- The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be taking over supervision of the children.

12. LICENSED ACTIVITIES

- Most Providers who offer adventurous activities require an Adventurous Activity Licence. The adventurous activities that fall within the scope of the Licensing Authority are; Caving, Climbing, Trekking and Water sports.
- The status of a Provider in terms of licensing will be confirmed during the Pre Check process. Trip/Group Leaders should use The Council for Learning Outside the Classroom ([LOtC](#)) to vet organisations who meet nationally recognised standards.

13. INSURANCE

- When a trip is undertaken as part of the normal school curriculum, even though it is conducted off school premises, the insurance arrangements for the School will prevail.
- The visit leader must check the need for additional insurance depending upon the nature of the activity to be undertaken.
- When a tour operator is used the type and extent of the insurance cover being used should be ascertained. All Providers must hold £5 million Public Liability Insurance. As part of the vetting process the School will check that this level of Insurance is in place.

14. MEDICAL CONSIDERATIONS

In the event of a pupil who is taken ill or injured on the trip:

- The Staff Member with responsibility for First Aid must have regard to the First Aid Policy. It is strongly advised that the Policy is available for the First Aid Lead to refer to during any trip.
- More serious injuries should be taken to the nearest Accident and Emergency Department
- Apply first aid
- Adult to phone emergency contact and the head who will make contact with the parents – this is important as others may use their phones to make contact
- Casualty transported to hospital (car/ambulance)
- Once casualty has been assessed then phone the head again

Arrangements for pupils who have an existing serious medical condition:

- The Trip Organiser, in consultation with the SMT and/or EVC, has the final decision as to whether a pupil can go on a trip
- No pupil will be discriminated against or prevented from going on a trip as a result of a disability providing this does not put the safety of party members at risk
- A pupil that needs constant supervision as a result of a medical condition may be allowed to go on a trip providing that a carer is provided for the pupil. This carer could be a parent or a designated adult nominated by the parent and/or the school.
- The carer will be expected to pay the full cost of the trip and will be an extra adult member of the party
- No pupil will be allowed to go on a trip if refused adequate insurance. It is the responsibility of the trip organiser to check that the policy of their trip covers any medical conditions that party members have. Parents/guardians may have to take out separate cover for the student. A copy of this policy document must be seen by the EVC and the trip organiser before a place is confirmed to the student.

15. ACCOUNTING FOR PUPILS

HEAD COUNTS

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all supervisors to:

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

BUDDY SYSTEM

Each child is paired with a buddy. Each regularly checks that the other is present and is OK.

A variant of this is the 'circle buddy' system – the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

16. SUPERVISION

Early Years Foundation Stage Supervision

Generous staffing levels, close supervision and proper protective clothing are essential for even the shortest of excursions. For all walks within the enclosed school grounds, the children are supervised by their Teacher and a Teaching Assistant who holds a level 3 statutory qualification (as defined by the Children's Workforce Development Council). The children are always briefed in advance about the visit and of the standards of behaviour which we expect

REMOTE SUPERVISION

Supervision can be close or remote but is always 24 hour:

Close supervision occurs when the group remain within sight and contact of the supervisor;

Remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls. The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;

When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile phones;
- the supervisor should monitor the group's progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognisable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

Rearranging Groups

Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups re-form into a large group.

It is therefore important that the supervisor:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

Down Time

Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. This may consist of close or remote supervision, but *should not be unsupervised* - the supervisors continue to be in charge.

A group occupied in study or 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.

It is essential that everyone involved in the visit understands the supervision arrangements and expectations.

It is good practice to:

- ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities;
- ensure that all supervisors 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;
- 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;
- apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

Night Time

Group leaders should ensure that:

- the group’s immediate accommodation is exclusively for the group’s use;
- teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils’ accommodation;
- there is a teacher present on that floor whenever the pupils are there;
- child protection arrangements are in place to protect both pupils and staff;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times;
- where pupils’ doors are locked, teachers have immediate access, as necessary, to a master key;
- all staff and pupils know the emergency procedures/escape routes in the event of a fire.

Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don’t be lulled into a sense of false security by local assurances, such as “no need to lock doors in this part of the country”. The presence of the group may attract unwelcome attention that is unusual in the locality.

17. TRAVEL

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the pupils wear them;

- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly
- pupils are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met, and in particular that drivers are not distracted
- smoking/alcohol etc. bans are observed;
- pupils are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport.

18. BEHAVIOUR

- school rules apply on all trips and visits
- poor behaviour may be reduced by ensuring that all pupils are signed up to specific and agreed additional standards of behaviour before (or at least at the beginning of) the visit;
- educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school. But the group leader should resist any temptation to accept lower standards of behaviour. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom;
- if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- group leaders should trust their own knowledge of the young people and use their own professional judgement;
- this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.
- In the case of residential trips, parents should be informed that in the case of unacceptable behaviour which compromises the overall enjoyment, effectiveness and/or safety of the trip, an individual pupil can be returned home at the parents' expense.

19. EMERGENCY PROCEDURES

Preparation

It is good practice for the group leader to:

- agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school and clear roles for the group leader, school contact, head teacher e.g. managing media interest, supporting parents of an injured pupil, transport arrangements etc.;
- ensure that all members of the group know what action to take if there is a problem;
- **hold evening briefings with supervisors to discuss issues for the next day;**
- spend time early the next morning explaining arrangements to the pupils;
- hold, or ensure that other adults in the group hold, up-to date competence in first aid and other life saving competence as necessary for the activities;
- ensure that the first aid kit is properly stocked and accessible

- ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them
- make destination/activity appropriate arrangements, for example:
 - be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
 - recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep;
 - if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
 - in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;
- ensure that drivers take adequate rest breaks on long journeys;
- practice emergency drills;
- if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Emergency procedures framework during the visit – see the [OEAP website](#) for further guidance

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention;
- ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- ensure that all group members who need to know are aware of the incident;
- ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
- inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit;
- details of the incident to pass on to the school 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; action yet to be taken (and by whom);
- school contact should notify parents, providing as full a factual account of the incident as possible;
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the British Embassy/Consulate if an emergency occurs abroad;
- ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible. Contact HSE if appropriate;
- **no-one in the group should speak to the media.** Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to a designated media contact, usually the Head or a member of SMT designated by the Head and communicated to the trip/visit Leader;

- no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from the head who will seek legal advice;
- keep receipts for any expenses incurred – insurers will require these.

20. ADVICE ON SPECIFIC ACTIVITIES

If a trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, the School will follow the guide to the [British Standard for adventurous activities outside the United Kingdom](#) as the basis for the planning and risk assessment.

Organisations employed by the school should follow this too. If they have LOTC Quality Badge then they follow this standard.

Schools should consider the Foreign and Commonwealth Office’s detailed guidance on [safer adventure travel and volunteering overseas](#) when organising adventure visits abroad. A [teachers’ pack](#) is also available.

Coastal visits

Many of the incidents affecting pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming.

The group leader will want to bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- group members should be aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group’s time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a “buffer zone” between the pupils and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- group leaders should not normally allow pupils to ride mountain bikes on any route that is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;
- the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

Swimming in the sea or other natural waters

Swimming and paddling or otherwise entering the waters of river, canal, sea or **lake should never be allowed as an impromptu activity**. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, group leaders should be aware

that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The visit leader should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupils' swimming ability;
- check the weather;
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- beware of rocks, breakwaters and other potential hazards;
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- designate a safe area of water for use by the group;
- brief the group about the limits of the swimming area;
- avoid crowded beaches where it is harder to see pupils;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- adopt and explain the signals of distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular head counts;
- be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should

- have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- take up a best position from which to exercise a constant vigilance;
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- give the children their full, undivided attention;
- always follow the advice or directions of a lifeguard;
- never swim themselves unless it is to help a child in distress;
- not join in any of the children's games;
- ensure that no child is allowed to wade out or swim further than his or her waist height;
- nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;
- recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

For activities which involve water based activities, where a specially qualified leaders of arranged activities (for example activity centre led kayaking) it is good practice for the group leader, or another designated adult in the group, to hold a relevant life saving award, especially where lifeguard cover may not be available. For further advice see: <http://rlss.org.uk/>

The necessity for water based activities and the management of such should be carefully considered in the planning stages and certainly should only be included in a trip's itinerary with the express permission of the EVC. It is unlikely that water based activities would be permitted outside of environments where appropriately qualified specialists provide the activities/where lifeguarding is present.

FARM VISITS – see also https://oeapng.info/wp-content/uploads/dlm_uploads/2012/04/7g-Farm-Visits.pdf

Group Leaders should check the provision at the farm to ensure that

- eating areas are separate from those where there is any contact with animals;
- there are adequate clean and well-maintained washing facilities;
- there is clear information for visitors on the risks and the precautions to take.

Ensure that

- there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- place their faces against the animals;
- put their hands in their own mouths after touching or feeding the animals;
- eat or drink while going round the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- touch animal droppings - if they do then wash and dry hands;
- ride on tractors or other machines without agreed and supervised arrangements;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

21. MONITORING AND REVIEW OF POLICY

Arrangements for Educational Visits are reviewed annually to ensure the provision is adequate and effective by the Health and Safety Committee. Additional reviews will take place following any significant changes in staffing and/or pupil numbers.

22. PLANNING

For all visits off site refer to Forms A and B

1. Complete Trip Proposal Form A and submit to EVC:
 - a. For day trips - in the term preceding the term in which you intend on running your trip.
 - b. For residential trips – 2 terms in advance. Substantial international or trips involving high risk activities may require a year’s notice and planning. The need for a pre-visit should be discussed with the EVC. If a pre-visit is considered as not being necessary the reasons must be noted on the visit risk assessment.
2. Receive and file approval Form A – begin Form B where appropriate
3. Create a trip letter for parents (parents must always be made aware when their children are undertaking a visit and will be off school premises).
 - a) For day trips – notification of visit, informative of detail and activities to be undertaken, equipment/clothing instruction, rules re money and mobile devices (where appropriate) and cost.
 - b) For residential trips – notification of visit, informative of detail and activities to be undertaken, and cost, clothing/equipment list(s), code of conduct including rules for mobile devices, and request for consent, plus dates for information meeting(s)
4. Submit trip letter to EVC for approval
5. Communicate trip letter to parents
6. Form B, submitted to EVC for approval at least 2 weeks in advance of the trip’s departure.
7. For all major day trips, residentials and overseas trips, Form C should be completed in order to review the activity, and inform planning for future years.

APPENDICES



Visit and Trip Proposal Form A

Please complete this form ***BEFORE*** you book any trip, visit or off site event. Check the draft calendar for an overview of other events. Look for potential clashes or events on the same day of the week as your event during that term etc and events scheduled for year groups on the same day(s) that term to avoid pupils being absent on particular days. Once complete, pass the form on to the EVC.

I have checked the calendar and planning sheets (tick)

/

Group Leader		Activity/event name or title	
Rationale for running the visit/trip (explain why the activity will be of benefit to the pupils)			
Year Group(s) Involved		Estimated pupil numbers	
Proposed date(s) and times		Address/ contacts for location(s) to be visited	
Is this date flexible? <i>If so please give alternatives</i>			
Estimated cost per pupil <i>Please include as much of a breakdown as possible (transport, accommodation, entry /ticket costs etc). Is there to be any cost to the school?</i>			

Is a pre-visit necessary – indicate staffing, proposed date and cost				
Staffing Requirements <i>You should indicate the total staff needed to meet guideline ratios. You can suggest staff names but cannot at this stage assume staff involvement</i>				
Additional Information or Comments <i>(proposed itinerary, any risky activities, special provision to accommodate SEN/Medical needs)</i>				
Signed (Head of School must have signed before passed to EVC)	Proposer	Head of School		
EVC confirmation	I confirm that I have reviewed and support the above and have liaised with the DSL regarding potential safeguarding issues that may be pertinent to the launching of this trip.	Signed		
The below is to be completed by the EVC in consultation with the Leader.				
Risk Assessment	Does the trip/event Leader need to produce a formal risk assessment for the activity/ies or are activities covered by routine and understood school risk assessments?	Yes	No	
Safeguarding	Does the trip leader need to liaise the DSL before launch?	Y/N		
Consent	What level of consent is required?	None required	Letter detailing activities and itinerary and cost with opt out option, and request to update medical records if changed.	Full formal consent form to be issued and completed, with subsequent request for medical information.



TRIPS AND VISITS

PLANNING AND CHECKLIST – for confirmed trips only

FORM B

To be completed by the group leader in conjunction with the School guidelines for Educational Visits and Trips. If any boxes are not applicable to your trip/outing/expedition or tour, please indicate as such.

Title of trip			
Group Leader & Deputy:			
Other staff /adults involved: <i>To be agreed with the relevant Head of School. If volunteers are to accompany a trip, please provide a clear rationale for the request.</i>			
Number of pupils involved: <i>Please attach a list of all children and adults attending/travelling</i>	Girls:	Boys:	Year Group(s):
Date(s):			
Details of transportation <i>Have you used a School approved coach hire provider? Are minibuses being used? Have these been booked? Have you adequate drivers, who have been cleared to drive School minibuses?</i>			
Places to be visited:			
Accommodation: <i>If trip is residential include address, phone & contact name</i>			
Agreed contact person at			

school: 24hr for residential trips – <i>ensure that you have asked the relevant member of staff for their consent in being this home contact.</i>	
DSP safeguarding contact for residential / overnight trips out of routine school hours	
Group Leader’s phone number during trip <i>Please also include a reserve contact number for overnight/residential trips.</i>	
Details of operators and centres providing instruction & facilities: <i>Include name, phone number & license reference if registered with the Adventure Activities Licensing Authority</i>	
Day/time/location of return to school:	
Planning Progress	
Have you informed catering of any changes/requirements to routine catering arrangements?	NO / YES
Have you completed a risk assessment and had it signed off by the EVC?	NO / YES
If applicable, have you received risk assessments from the operator/centre and filed copies with the EVC?	NO / YES
Have the agreed risks and controls been communicated to supervising staff, pupils and (if appropriate) parents? <i>(Please provide details of meetings etc regarding communication of such)</i>	NO / YES
If this trip is not in the calendar, have you informed the Head of School of cover needs, and other staff (music, sport etc) regarding absent pupils?	NO / YES / N/A
Have you confirmed the credentials of operator/ centre (if applicable)?	NO / YES
Have you checked with Matron regarding special medical/dietary needs, created a list of pupils with such needs and, if appropriate, put in place specific and suitable provision, recorded on your risk assessment?	NO / YES
Have you provided supervising staff with lists of children attending, including those with special needs (medical, dietary, SEN etc) and provided the EVC with these lists?	NO / YES
Is remote supervision involved?	NO / YES
If yes, please specify	Over the course of the weekend pupils will be shadowed as they make their way through their DofE route and met at regular intervals.

Have you informed parents of the trip's details appropriately? <i>Please submit copies of information letters to the EVC</i>		NO / YES
Meetings held (brief details and dates): 		
(If applicable) Have you received parental consent for all pupils attending the trip, and filed these for future reference?		NO / YES / N/A
Have you briefed the pupils appropriately? <i>(see Policy for guidance)</i>		NO / YES
Is the school's standard insurance adequate?		NO / YES
If "No" what provision for insurance has been put into place?		
Where applicable, have you received all appropriate pupil and staff travel documentation? <i>(e.g. Passport / visa / EHIC)</i>		NO / YES
Have you booked a suitable First Aid kit for the trip with Matron?	NO/YES	Member(s) of staff designated i/c first aid:
Have you checked the restrictions regarding the use of images for members of your trip party (consideration for Tweeting/Facebook promotion of the trip subsequently etc)?		NO/YES
Have you ensured accessibility to the school site for out of hours trips?		NO/YES
Have you arranged communications for parents (Clarion/Tweeting/emergency numbers for contact) for out of hours trips?		NO/YES
(If applicable) Have you provided an accurate and up to date budget for the trip, approved by the EVC?		NO / YES
Have you met and spoken with the DSL to ensure that all the staff attending the trip are aware of their safeguarding responsibilities?		NO / YES
(For residential and overseas trips) Have you printed out, or have electronically saved to take, a copy of the school's Educational Trips and Visits Policy?		NO / YES
(on return) I have completed Form C on return and have filed this with the EVC		NO / YES

I have read and taken account of the guidance on organising school trips in Holme Grange's Educational Visits Policy

Group Leader's name:

Group Leader's signature: Date:

This form must be submitted to the EVC at least 2 weeks prior to departure.

EVC's authorisation: Date:



TRIP REVIEW FORM C

Title of trip:	
Did the trip achieve its aim(s)? Please provide details.	
Were all practical arrangements appropriate and effective? <i>Please provide details if adjustments had to be made during the trip.</i>	
Were the risk controls effective in ensuring those attending did so safely and without unnecessary/unexpected risk? <i>Please provide details if adjustments to the RA had to be made during the trip.</i>	
Were supervising staff effective in undertaking their duties?	
Were there any injuries, near misses or incidents which should be reported? Please provide details.	
Were there any safeguarding incidents that should be reported to the DSL?	
Would you repeat the trip? If “no”, please provide details.	
Have you submitted a report and photos of the trip to the Marketing department for the website/newsletter and updated relevant Blogs?	

Group Leader’s name:

Group Leader’s signature:.....

Date:

EVC’s signature:

Date:

Holme Grange School

PARENTAL CONSENT FOR A SCHOOL VISIT



Please return to: _____ (Group Leader)

Trip / Visit: _____ Date(s): _____

- I agree to my son/daughter taking part in this trip/visit and have received and understood the supporting detail and information issued by the school regarding this trip/visit.
- I agree to my son/daughter's participation in the activities described (including, if applicable, adventurous activities and remote supervision).
- I have ensured that my son/daughter understands that it is important for his/her safety and the safety of the group that he/she obeys any rules and instructions given by the staff in charge. I acknowledge the need for my child to behave responsibly and within the school rules both prior to departure and during the trip, and to the School's procedures should my son/daughter's behaviour fall short of expectations.
- I have completed the request for medical information overleaf as appropriate
- I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.
- I understand that, whilst the staff and helpers in charge of the members of the group will take all reasonable care for their health and safety, they cannot be held responsible, unless they are found to be negligent, for any injury, illness, damage or loss suffered by my son/daughter during or arising out of the journey. I, therefore, agree to indemnify Holme Grange School, its employees and agents against all liability for injury (including death), illness, loss to person or persons or damage to property caused by my son/daughter unless this is due to the negligence of Holme Grange School or any of its employees or agents. Parents may wish to check their own Insurance arrangements.

Signed: _____ (Parent/Guardian) Date: _____

Full Name (capitals): _____

- Is there any other information it would be useful for the Group Leader to have about your child for pastoral or supervisory purposes? (eg phobias, allergies, travel sickness, limitations in swimming ability, sleepwalking tendencies etc) – please give details below:

Parents' Contact details during the trip

Telephone numbers: Work: _____ Home: _____ Mobile: _____

Home address: _____

Alternative emergency contact other than parents:

Work: _____ Home: _____ Mobile: _____

Home address: _____

Name of family doctor: _____ Tel: _____ (Please turn over)

- Type of supervision involved (direct, remote)
- Transport (mode and routes, drivers, length of journey, safety whilst in transit and when embarking/disembarking etc)
- Accommodation
- Food preparation
- Type(s) of activity to be undertaken
- Venue suitability
- Suitability/condition of equipment
- Arrangements for First Aid/Medical care
- Emergency Action Plan
- Pupil needs (welfare, medical, SEN*)
- Security of the group
- Weather conditions
- Clothing requirements (including sun protection)

FURTHER SOURCES OF INFORMATION:

1. [The Management of Health and Safety Regulations 1999](#)
2. [The Adventure Activities Licensing Regulations 2004](#)
3. [Health & Safety Executive, Information about reporting injuries](#)
4. [Health and Safety Executive, information on a range of health and safety issues](#)
5. [Outdoor Education Advisers' Panel, information on 'school trips' \(not just outdoor activities\)](#)
6. [Outdoor Education Advisers' Panel, National Guidance for the management of outdoor learning, off-site visits and learning outside the classroom](#)
7. [CLEAPSS, Advice on science safety](#)
8. [Association for Science Education, for advice on science safety](#)
9. [Association for PE, for advice on safety in PE and school sports](#)
10. [Council for Learning Outside the Classroom, information on 'school trips' including accreditation](#)