



the *King's* school

specialising in maths and computing

Safeguarding Educational Visits & Trips Policy

Governor Committee: Health & Safety



EDUCATIONAL VISITS & TRIPS POLICY

1.0 Introduction

These procedures and guidance notes have been produced to ensure maximum safety precautions are taken and that correct measures can be taken in case of emergency. **It is the responsibility of the person leading an activity** to complete a risk analysis and complete the relevant documentation which is required.

Risk assessment proforma can be obtained from the School Shared area (G Drive)/Educational Visits

The Adventure and Adventurous Activities Categories

The LA would need notification for any visit within the categories below:

| Category | Description |
|-----------------------------|--|
| Standard visit: | i.e. none of the statements below apply to the visit. |
| On-site activity: | Visit is taking place exclusively on your establishment / school grounds. |
| Overseas visit: | The group travels outside the UK mainland. |
| Residential visit/activity: | A residential visit includes any visit where the young people are been supervised by establishment/school staff for a period that includes the times outside the normal school hours. |
| Adventurous Activity: | An adventurous activity includes all activities that require the use of specialist equipment or knowledge in order to make them safe. It can also include potentially dangerous environments that would not normally be encountered by the young people and/or require greater thought with regard to group control e.g. around water. The age, ability and special needs of the young people may also make an activity adventurous for one group but not for another. |

2.0 Context

This policy should be read in conjunction with the Use of Own Vehicle Policy and Educational Visits process and procedures which relate predominantly to Administration and Finance.

3.0 Responsibilities

3.1 Management Guidance

The Management of Health and Safety at Work Regulations 1999 require that employers introduce measures to plan, organise, control, monitor and review their management of health and safety. Assessments must be made of risks to which employees and others are exposed in order that appropriate measures are taken to control risks. Advice can be obtained from various National Governing Bodies [see Appendices].

Common law expects people acting 'in loco parentis' to take the same care, as would a reasonable and careful parent, in the present day. Their duty is continuous through out an

activity. Common law indicates that the age of the student and the nature and location of the activity are factors in determining the degree of supervision required.

The employer is legally responsible for the health and safety of employees and students. At The King's School this duty applies to the Governing Body. In all cases offsite visits should:

- Ensure that a competent group leader has been appointed;
- Be organised at least two weeks prior to the visit taking place;
- Ensure that the organiser states the visits specific and stated objective[s]
- The organiser through liaison with the Educational Visits Co-ordinator should ensure that this procedure is followed.

3.2 Educational Visits Co-ordinator (EVC)

- Liaise with the Organiser to ensure that educational visits meet the School requirements including those of risk assessment;
- Provide educational visit pack as required. See Educational visits folder on 'G' drive;
- Assist the group leader in completing all relevant forms contained within this pack where necessary;
- Assist the organiser with the logging of the visit on the EVOLVE system;
- Assess the competence of leaders and other organisers of a proposed visit [see Appendices];
- Organise the training of leaders and others going on a proposed visit. This will commonly involve training such as First Aid, fire awareness, policy training etc;
- Assist in the emergency arrangements for visits;
- Review systems and procedures and generic risk assessments.
- Ensure detailed and appropriate, bespoke risk assessments are attached to each visit registered.

3.3 Group Leader

An external trip should have a single designated group leader, responsible for ensuring this procedure is followed and the planning and execution of the visit are correctly carried out. And:

- Ensure their Line Manager is aware of their intent to apply for an educational visit and obtain his/her consent for the visit to go ahead;
- Ensure that they complete all the necessary planning and organising at least two weeks prior to the educational visit-taking place;
- To complete an Educational Visit Application (EV1), and register the visit on EVOLVE;
- To complete a thorough risk assessment of each separate visit and attach to the Evolve visit log;
- Ensure that all EV_VN2 Assurance Forms are completed;
- To complete a Residential/International visit checklist [where applicable];
- Obtain parental consent for students under 18 and keep for 6 months after the visit;
- To provide a detailed itinerary of the visit;
- To provide an evaluation of the visit.

3.4 Students

Students must:

- Understand the purpose of the trip;
- Not take unnecessary risks or jeopardise the safety of themselves or others;
- Follow instructions;
- Behave in a responsible manner at all times;
- Inform the group leader if risks arise.

3.5 Parents

Parents must:

- Be aware of the trip and sign a consent form where required;

| HAZARD | WHO IS AT RISK? | CONTROL MEASURES | WHAT FURTHER ACTION IS NEEDED? | TICK IF ALL IN PLACE |
|--------|-----------------|------------------|--------------------------------|----------------------|
| | | | | |

- Provide emergency contact numbers;
- Provide any special needs for their son/daughter.

4.0 Planning

Pre-planning is vital. The need to assess the educational visit well in advance is a priority. To help in this process a system is in place that must be followed.

| ACTION | COMMENTS |
|--|---|
| Obtain Educational Visits Application form (EV1) from the staff room or from the folder in G drive. | This is the only paper resource now needed for a visit submission. |
| Fill out Educational Visit Application form in detail and return, with appropriate signatures, to the Educational Visits Co-ordinator. NB. The EV1 should also be checked with the designated Administrator initially to authorise against the diary and required cover. | Without full signatures the visit cannot be submitted for approval. |
| Use the <i>EVOLVE</i> system to record the details of the visit. Ensure all requirements are ticked before submitting electronically. | Visits will only now be considered if Evolve is used. All documentation should be electronic and stored on both the G drive and the applicants own documents store. If training is required the group leader should arrange to meet EVC in order to use the electronic system. |
| If approved the group leader will be notified by the system. | The system will store the details of the visit and with attached files for 25 years. |
| Any higher category visits will automatically be submitted to the LA EVC by the software. | Any actions or notes must be read and completed before the visit can be approved. |

The Educational Visits Application has to be completed [where possible] at least fourteen days prior to the visit taking place. Higher category visits should, where possible, be submitted at least one month prior to the visit.

5.0 RISK ASSESSMENT

Before explaining about risk assessment it is best to give some definitions of their common aspects:

| HAZARD | RISK | |
|--|--|--|
| A hazard is anything that has the potential to cause injury or harm. | The likelihood of that hazard being realised and the severity of its consequences. | |
| | | |
| REASONABLY PRACTICABLE | | |
| This is the act between the risk as described above and the cost in money, time disruption, effort etc. and of the precautions need to avoid the risk or reduce it to an acceptable level. | | |

Five Easy Steps To Risk Assessment

As defined by the Health and Safety Executive:

- 1 Identify the hazard.
- 2 Assess the risk, who will be affected and how seriously.
- 3 Evaluate measures of control.
- 4 Record findings.
- 5 Monitor and review periodically.

A risk assessment form is available on the Global Shared (G) drive - 2 folders - Higher Level visits (LA) examples and Level 1 internal examples (King's). For most visits new generic risk assessments can be obtained from the Wakefield VLE listed under HR. These should be adapted with the appropriate names and information for the School.

6.0 ACCIDENTS AND EMERGENCIES

An emergency is hard to define. It may be a fracture, food poisoning or a fatality, or any illness requiring immediate medical treatment. It may on the other hand, be missing children who are soon found or a coach crash in which no serious injuries are sustained. The following notes are for guidance.

The procedures listed will not apply to all emergencies:

- 1 Ascertain the nature and extent of the emergency.
- 2 Render first aid and attend to the casualties.
- 3 Make sure all other group members are accounted for, safe from danger and are well looked after.
- 4 Call the emergency services as required. The police will take any statements. An adult from the party should accompany any casualties to hospital.
- 5 Collect the remainder of the group and arrange for their return to base.
- 6 Arrange for one adult to remain at the incident site to assist or liaise with the search/rescue/emergency services.
- 7 Contact of site base [Outdoor Centre, Hotel, Youth Hostel etc].
- 8 Contact the School nominated emergency contact, or a designated senior member of staff, as identified on the risk assessment form. Give the following information:-
 - Your Name
 - Nature, date and time of incident
 - Location of incident
 - Details of injuries
 - Names and telephone numbers, if necessary, of individuals involved
 - Action taken so far.

- 9 The School contact should contact a member of the SLT and give details as above. Identify action required, which may include financial assistance. Alternative and additional telephone lines may need to be identified at an early stage.
- 10 The SLT will designate a person to contact parents/carers of those involved as soon as possible. For serious incidents they should contact parents of all party members. It is also the responsibility of this person to act as a link between the groups involved, the staff, the Chair of Governors and parents.
- 11 The SLT will designate a person to liaise with the media. The designated person should act, as the ongoing point of contact with the media to whom all involved should direct questions and requests. This person will need to liaise with the emergency service, attending site.
- 12 Write down all relevant details whilst still fresh in the memory. Other group leader may be asked to do the same. A record should be kept of names and addresses of any witnesses. Keep any equipment involved in its original condition.
- 13 Restrict access to a telephone until you have informed School and there has been sufficient time for the School to contact those directly involved.
- 14 Legal liability should not be discussed or admitted.
- 15 Refer requests from the media to the designated individual as identified above.
- 16 Complete all accident forms.

7.0 FIRST AID ISSUES

Under the Health and Safety [First Aid] Regulations 1981, minimum first aid provision is defined as:

- A suitable stocked first aid container;
- An appointed person to take charge of first aid arrangements;
- Information for employees on first aid arrangements.

First aid provision must be available at all times whilst people are on educational visits. This can be provided by school or by the organisation where the visit is to take place. Information on first aid arrangements must be obtained from the organisation prior to the visit taking place. If non available then first aid provision must be provided by the School.

An appointed person is someone who:

- Takes charge when someone is injured or become ill;
- Looks after first aid equipment e.g. first aid box;
- Ensures that an ambulance or professional help is summoned when appropriate.

A first aider is someone who:

Has undergone a three/four day programme of first aid study and on the final day have their skills assessed. A qualified First Aider would have the skills in the following areas:

- Resuscitation;
- Wounds and Bleeding;
- Breathing Difficulties;
- Dealing with Shock;
- Dealing with an unconscious casualty;
- What to do in an emergency.

Before undertaking off site activities the Group Leader should assess what level of first aid provision is needed.

8.0 Transport: Key Issues

Any member of staff driving the school minibus must have the appropriate licence. Listed here are some issues that need to be taken into consideration when assessing risks. Current legislation and school policy should be checked during planning.

- Passenger safety;
- The capacity of the driver to maintain concentration;
- Driver competence and training;
- Driver licence type;
- The type of journey [long or short distance];
- Traffic conditions;
- Weather conditions;
- Appropriate insurance, staff should confirm that they are insured to transport children if they are using their own car;
- Journey time and distance;
- Breaking the journey at regular intervals;
- Supervision;
- Emergency arrangements;
- Vehicle permits.

The above list is not an exhaustive one and must be considered when transporting students in other vehicles.

9.0 Visits Abroad - Key Issues

Listed below are additional issues relating to risk assessments for visits abroad. The significance of these depends upon the size of the group and the nature of the students involved:

- Greater complexity and distance;
- Different language, culture, legislation;
- Forward planning, passports, Ehic;
- Insurance (although the school's insurers cover all visits, a check should be made by the organiser that the visit is covered);
- Use of reputable tour operators;
- Pre-visits, if possible or good alternative means of obtaining information;
- Improved staffing ratios;
- Health and welfare abroad;
- Food and drink;
- Making home contact;
- What to do in the event of an emergency;
- Use of phones, currency;
- Vetting and security.

RESIDENTIAL/ INTERNATIONAL VISIT CHECK LIST

Complete this form for all residential/International visits with students and submit to line manager along with Educational Visits application form

| All Residential Visits | | Y/N | Comments |
|-------------------------------|---|------------|-----------------|
| 1 | Has the status of the tour operator being used been checked | | |
| 2 | Does the Tour Operator specialise in educational visits for Schools/Colleges | | |
| 3 | Have you checked out background information on the area and the hotel for suitability [e.g. hotel is not situated in areas renowned for violence/muggings/prostitution etc] | | |
| 4 | Have you checked that student rooms have individual locks to ensure personal safety | | |
| 5 | Is the ratio of tutors to students adequate for the visit and complying with the conditions set out in the Educational Visit procedure | | |
| 6 | Have you drawn up an itinerary, including details of activities and any free time allowed | | |
| 7 | Have you made clear arrangements for the supervision of free time including contact arrangements [i.e. checklist of names and intended destinations of students, agreed curfew times, safety of money, keeping in groups] | | |
| 8 | Are any of the party qualified First Aiders? If not who is the appointed person taking responsibility for First Aid box | | |
| 9 | Are you taking a First Aid Kit and Accident Report forms, Emergency Action advice and Emergency contacts | | |
| 10 | Have arrangements been made for special needs incl. Access during travel and accommodation [eg disability/diet/medical etc] | | |
| 11 | If additional hazardous activities are included in the schedule have specific risk assessments been done to cover the activities [eg Skiing/Sailing/Swimming/Mountain walking etc] | | |
| 12 | Have you provided a written briefing to both the students and their parents/guardians to cover the above, and provided them with appropriate contact numbers | | |
| 13 | Have you obtained Parental Consent/Self Consent Forms | | |
| 14 | Has planning for inclement weather/protection from Sun been accounted for | | |

| Additional risk controls for International visits | | Y/N | Notes |
|--|--|------------|--------------|
| 1 | Have students been briefed about local customs and behavioural, dress codes etc | | |
| 2 | If vaccinations are necessary, have arrangements been made | | |
| 3 | Are Tutors clear on how to contact any Emergency Services and British Embassy in the country of visit | | |
| 4 | Have the students obtained and completed form E111 [available from Post Office] to ensure sufficient medical cover | | |
| 5 | Have you verified that all passports are valid | | |

Signed [Group Leader]:

Date:

Nationally Accepted Standards Summary

| CAVING | |
|--|---|
| Hazard Level | Group Instructor/Leader |
| Cave/mine systems with pitches over 18m | CIC Holder |
| Cave/mine systems with pitches less than 18m | LSMLA Level 2 |
| Cave/mine systems without pitches | LCMLA Level 1 |
| Show cave/tourist mines - adventure trips beyond public areas with made up lit paths | As above, depending on level of activity |
| CLIMBING | |
| Hazard Level | Group Instructor/Leader |
| Rock climbing - multipitch | MIA |
| Ghyll scrambling, gorge walking or sea level transversing | As above or in house assessed, depending on level of activity |
| Rock climbing - single pitch | SPA |
| Other climbing, abseiling or scrambling, of man made or natural structures | As above or in house assessed, depending on level of activity |
| TREKKING - ON FOOT | |
| Hazard Level | Group Instructor/Leader |
| Mountain country - Winter | MIC or Winter ML |
| Mountain country - Summer | As above or MIA or summer MIL or European ML |
| Lowland country | As above or BETA or in house assessed |
| WATER SPORTS - CANOEING OR KAYAKING | |
| Hazard Level | Group Instructor/Leader |
| Advanced sea | Level 3 Sea Coach with 5 star [Sea] |
| Sea Journeys | Level 3 Sea Coach |
| Large Lochs - journeys [kayaks only] | Level 3 Coach |
| Sea and Large Lochs - activities close to suitable beaches | Level 2 Coach trained for area with 4 star |
| Sheltered Tidal Waters | Level 2 Coach |
| Large Lochs - journeys [open canoes] | Level 3 Canoe Coach with 5 Star Canoe |
| Advanced Surf [1 metre] | Level 3 Surf Coach |
| Advance White Water [Grade III and above] | Level 3 Coach with 5 Star [Inland] |
| White Water [Grade II] | Level 3 Coach |
| | Level 2 Coach |
| WATER SPORTS - SMALL BOAT SAILING | |
| Hazard Level | Group Instructor/Leader |
| Sea/tidal Waters - Coastal Journeys | Advanced Instructor Coastal |
| Sea/tidal Waters - from a Harbour or Suitable Beach | Instructor Coastal |
| Inland Waters | Instructor Coastal |

| WATER SPORTS - WINDSURFING | |
|-----------------------------------|--------------------------------|
| Hazard Level | Group Instructor/Leader |
| Sea/tidal Waters | Instructor Level I Open Sea |
| Inland Waters | Instructor Level I Inland |
| SKIING | |
| Hazard Level | Group Instructor/Leader |
| Leading Party | Snowsport Course Organiser |
| Teaching skiing to party members | Alpine ski course leader |
| | |

Supervision Ratios

It is important to have a high enough ratio of competent adult supervisors to students for all visits. Suitable ratios are a matter of judgment for the Headteacher and EVC after consultation with the visit leader and as part of the risk assessment. Advice is also available from the Outdoor Education Adviser. Factors to take into account include:

- Age, ability and maturity of students;
- Special educational and/or medical needs;
- Nature of journey, venue(s) and activities;
- Experience and competence of staff.

DfE guidelines provide benchmark guidance on ratios for day visits, residential visits and visits broad as follows.

Day Visits

Recommended adult/student ratios for normal day visits are:

- **School years 1 to 3:** 1 teacher or adult for every 6 students (under fives may need higher ratios see EYFS Statutory Framework);
- **School years 4 to 6:** 1 teacher or adult for every 10 -15 students on day visits
- **School year 7 onwards:** 1 teacher or adult for every 15 - 20 students on day visits.

Residential Visits

- A minimum of 2 teachers or adults.
- 1 teacher or adult for every 10 students.
- Mixed gender groups should have at least 1 male and 1 female teacher.

Visits Abroad

- A minimum of 2 teachers.
- 1 teacher or adult for every 10 students.
- Mixed gender groups should have at last 1 male and 1 female teacher.

Factors to consider when arranging appropriate supervision ratios

The above ratios are guidelines that should not normally be exceeded. Schools should, however, assess the risks associated with the visit and arrange an appropriate supervision ratio for the particular group, venue and activities. Students with special needs or very young students may need very high ratios through the support of parents and other adults. Ratios will need to be increased for certain outdoor activities. Ratios may be reduced for short local routine visits.

Number of Teachers

A minimum number of two teachers/adults with each group is good practice. However, for small groups in certain circumstances the Headteacher/EVC and visit leader may agree that only one supervising teacher is required. On residential visits it is usually necessary that both male and female adults accompany a mixed party though parties of younger students can often be adequately supervised by female adults. There should always be a male and female adult with any mixed group abroad.

National Governing Body Contacts

| Abbreviations | Governing Body | Web Address |
|---------------|--|--|
| OEAP | Outdoor Education Advisers Panel | www.oeapng.info |
| ABRS | Association of British Riding Schools | www.abrs.org |
| BASI | British Association of Ski Instructors | www.basi.org.uk |
| BCU | British Canoe Union | www.bcu.org.uk |
| BELA | Basic Expedition leaders Award [CCPR] | www.ccpr.org.uk |
| BHS | British Horse Society | www.bhs.org.uk |
| BMG | British Association of Mountain Guides | www.bmg.org.uk |
| CIC | Cave Instructor Certificate | www.nca.org.uk |
| CCPR | Central Council for Physical Education | www.ccpr.org.uk |
| ESC | English Ski Council | www.englishski.org |
| LCMLA | Local Cave and Mine Leader Award | www.nca.org.uk |
| MLTB | Mountain Leader Training Board | www.mltb.org |
| MIA | Mountain Instructor Award | www.ukmtb.org |
| MIC | Mountain Instructor Certificate | www.ukmtb.org |
| ML | Mountain Leader Award or Mountain Walking Leader Award | www.ukmtb.org |
| NCA | National Caving Association | www.nca.org.uk |
| RYA | Royal Yachting Association | www.rya.org.uk |
| SMLTB | Scottish Mountain Leader Training Board | www.ukmtb.org |
| SPSA | Single Pitch Supervisors Award [MLTB] | www.ukmtb.org |
| WMLTB | Wales Mountain Leader Training Board | www.ukmtb.org |
| UKMTB | United Kingdom Mountain Training Board | www.ukmtb.org |
| WCA | Welsh Canoeing Association | www.welsh-canoeing.org.uk |