



## Highfields Independent School and Day Nursery

### Educational Visits Policy

Last Reviewed:	June 2016	Approved on:	30.06.2016
Committee Responsible:	Pupil and Personnel		
Approved by:	Full Gobs	Next Review:	30.06.2018

## **PART 1: GENERAL INFORMATION**

### **Introduction**

At Highfields we believe that learning outside the classroom is an essential component of our curriculum. It gives our pupils unique opportunities to develop their resourcefulness and initiative and to spend time together in an informal environment. Each trip is different. Some are directly related to the curriculum, some are designed to promote social awareness, or to enhance physical skills, self-reliance and team-work. Others will extend their knowledge of the world. The common factor is that they all make an essential contribution to pupils' development and education in the broadest sense of the word.

The school has full regard to EYFS statutory requirements DfES guidance 'Health & Safety: Department for Education Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies' and 'Health and Safety Executive Advice: School Trips and Outdoor Learning Activities.

### **Approval for visits**

The Headmaster's agreement must be obtained before a visit takes place. The Headmaster should be satisfied with the purpose, planning and staffing for the proposed off-site activity. For the visit to be authorized, there are two stages for the approval process;

1. The completion of a 'Visit Authorisation Form' (Appendix i), either prior to or followed by an informal meeting with the Headmaster.
2. Final approval will be given following receipt, by the Headmaster, of a completed Visit Checklist (Appendix ii or iii) which will be discussed at a formal meeting.

There are two checklists, one for day visits (Appendix ii) and the other for residential visits (appendix iii).

### **Our Trips and Visits**

We regularly take pupils on day trips to: historic sites, museums, galleries, natural features, farms, theatres and sports fixtures to support the curriculum in History, Art History, Geography, English, R.E, P.E, Science and P.S.H.C.E.

Most pupils in Form Four take part in a one night residential to a local activity centre.

We run week long residential field trips to Yorkshire for Forms Five and Six, where pupils can compare and contrast Newark with a coastal resort and participate in activities linked to their Science, History and Geography topics as well as outdoor pursuit activities for Form Six.

Our choir participate in regular concerts both locally and Nationally.

More Information about the trips, visits and activities that are offered to each year group is available on our web site and in our prospectus.

### **Information on planned trips and activities**

The school calendar lists the trips and visits that are due to take place over the coming term/academic year, together with a list of planned home and away sports fixtures. Parents will always be notified in advance:

## **Consent**

We require parents' specific, individual written consent for any trip or visit that involves the children leaving the school site. This form will be sent well in advance and must reach the school at least three working days before the start of the trip.

- If a child is going to be out of school during the school day to visit a local museum, theatre, nature reserve or historic site etc. We will always seek parents' permission.
- If the visit extends beyond the normal school day, involves an overnight stay, collection from a different venue, an overseas visit, drop off/collection from another place or extra cost the consent form includes details of where parents may be contacted in an emergency.
- We send details of planned trips and activities well in advance to all parents of pupils of the relevant year group or department. Parents who opt for these trips are always invited into the school for a full briefing before their child departs on a trip or visit that involves an overnight stay, either in the UK or overseas.
- We are unable to take pupils without a completed and signed consent form.

## **Safety**

Safety is top priority for us. We expect parents to support the school in ensuring that pupils bring the correct equipment/clothing and follow the instructions given either by a member of staff, or by a qualified instructor and use the proper equipment. We reserve the right to send any pupil home early at their parents' expense, if they decline to follow reasonable instructions given for their own safety, (or do not follow the school's behaviour code)

## **PART 2: GUIDANCE FOR STAFF**

### **Introduction**

We have many trips, out-of-school activities and visits at Highfields School which are an important part of our educational ethos. We expect that every member of our staff endorses the educational value of activities outside the classroom. We encourage everyone possible to participate in them and to help with the arrangements

### **The Role of the Governing Body**

The governing body should:

- provide written guidelines for head teachers and teachers including advice on risk assessment
- assess proposals for certain types of visit
- provide emergency telephone contact for the duration of the visit where necessary
- ensure training needs have been addressed
- provide access to named staff for advice
- maintain appropriate insurance cover
- assess proposals for certain types of visit, which should include visits involving an overnight stay or travel outside the UK

## **The Role of the Headmaster**

The Headmaster should ensure that visits comply with regulations and guidelines provided by the governing body and the school's own health and safety policy and that:

- all necessary actions have been completed before the visit begins
- the risk assessment has been completed
- staff training needs have been assessed
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively
- group leaders are allowed sufficient time to organise visits properly
- ratio of supervisors to pupils is appropriate
- arrangements have been made for the medical and special educational needs of all pupils
- adequate first-aid provision will be available
- the mode of travel is appropriate
- there is adequate and relevant insurance cover
- school contact has been nominated
- SLT have a copy of the agreed emergency procedures
- the nominated school contact has the names of all adults and pupils travelling in the group and the contact details of parents and the teachers' next of kin

## **Role of the Education Visits Coordinator (EVC)**

The Headmaster is our Education Visits Coordinator and the School Secretary and Head Teacher's PA supports the Headmaster and staff involved with organising tours, with checking parental consent forms and keeps records of all previous visits. The Headmaster keeps reports of any accidents. All new staff have a session on planning school visits as part of their induction training.

## **Role of the Group Leader**

The Group Leader will have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group.

The Group Leader should also:

- obtain the head teacher's prior agreement before any off-site visit takes place
- follow school guidelines and policies
- appoint a deputy
- clearly define each teacher's role and ensure all tasks have been assigned
- be able to control and lead pupils of the relevant age range
- be suitably competent to instruct pupils in an activity and be familiar with the location/where the activity will take place
- have carried out a pre-visit where possible
- be aware of child protection issues
- ensure that adequate first-aid provision will be available
- complete the planning and preparation of the visit including the briefing of group members and parents
- undertake a comprehensive risk assessment
- evaluate undertaken visits/activities and advise head teacher where adjustments may be necessary
- ensure that teachers are fully aware of what the proposed visit involves
- ensure the ratio of supervisors to pupils is appropriate

- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such eventuality
- ensure that all teachers have details of the school contact and are carrying the school telephone, emergency procedures, medical information and contact details of all party members

### **Accompanying Teachers**

Accompanying teachers should:

- do their best to ensure the health and safety of everyone in the group
- follow the instructions of the group leader and help with control and discipline
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.
- be briefed before the activity

### **Adult volunteers**

Non-teacher adults should:

- Have an enhanced DBS
- not be left in sole charge of pupils except where previously agreed as part of the risk assessment
- do their best to ensure the health and safety of everyone in the group
- be briefed before the activity
- follow the instructions of the group leader and teacher supervisors and help with control and discipline

### **Role of Parents**

Parents should:

- be told how they can help prepare their child for the visit
- provide the group leader with emergency contact number(s)
- sign the consent form
- give the group leader information about their child's emotional and physical health which might be relevant to the visit

### **Responsibilities of pupils**

The group leader should make it clear to pupils that they must:

- follow the instructions of the leader and other supervisors including those at the venue of the visit
- dress and behave sensibly and responsibly
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader about it.

### **PERSONAL LIABILITY AND INSURANCE**

The law places the Group Leader "in loco parentis". The DCSF Guidance "The Health and Safety of Pupils on Educational Visits: A Good Practice Guide," ([www.teachernet.gov.uk](http://www.teachernet.gov.uk)), should be read by all Group Leaders. It explains that their responsibility is to "act as any reasonable parent would do in the same circumstances." Staff who take part in visits and activities outside school may feel concerned about the possibility of being held personally liable if an accident should occur. However, they can be assured that Highfields School, as their employer, will always stand behind them in the unlikely event of an accident occurring, provided they have exercised reasonable care and followed the school's guidelines.

Highfields School has £10M of Employers' Liability Insurance and £5M of public liability insurance, [as well as a group travel policy that covers most visits inside the UK and overseas. The policy covers most school visits but does not cover all adventurous activities, such as climbing or scuba diving. Any member of staff organising an adventurous or hazardous activity should therefore check, via the Headmaster, whether the activity is covered by the school's policy. An extension usually can be arranged. The Group Leader should ensure that s/he takes a copy of the school's travel insurance with him/her on all but the shortest of visits].

Highfields School's policy is to allow staff and parents to transport pupils in their private cars. Where a member of staff or parent transports a pupil in his/her car, insurance cover is NOT automatically provided through the school's "occasional business use" motor policy. Insurance cover is provided by the driver's own insurance policy.

## **PLANNING VISITS**

It is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them. The Headmaster will often delegate the detailed planning to the group leader and school secretary.

The amount of advance preparatory work needed will obviously vary considerably with the type of activity. Very little preparation may be needed for walking with a group of pupils to a local museum, spending an hour there and walking back in time for school lunch. By contrast, a visit lasting a week or more requires considerable research and preparation. Repeat visits and shorter visits will need less planning, and can be arranged at shorter notice, though it is always desirable to give parents as much notice as possible when planning visits for school holidays and half-terms. (Group Leaders may draw upon the EVC's stock of existing background material when planning regular repeat visits).

The Guide To Planning a Visit (Appendix iv) is designed to cover all the planning that a Group leader needs to undertake for a longer type of visit. It is designed to be as comprehensive as possible. Text in italics indicates that the action may not be required (or the timescale may be shortened) for: trips within the school day, theatre and museum visits, sports fixtures, or day visits using school transport.

The information in Types of Visits (appendix v) is designed to provide comprehensive information for the different types of visits children may undertake.

## **Staff/Pupil Ratios**

The factors to take into consideration include:

- age and ability of group
- pupils with special educational medical needs
- nature of activities
- experience of adults in off-site supervision
- duration and nature of the journey
- type of any accommodation
- competence of staff, both general and on specific activities
- competence and behaviour of pupils
- first aid cover

Staffing ratios for visits will vary according to the activity, age, group location and the efficient use of resources.

The DCSF recommended staff to pupil ratios for visits and off-site activities is:

Ratio	Pupils' Year Group
1:6	1- 3 inclusive (with a higher ratio for the under 5s)
1:10	Years 4 - 6
1:15/20	Years 7 upwards (with a larger ration permitted for over 16s)
1:10	All visits abroad

The above are examples only. Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. There should be a minimum of one teacher in charge. Some non-residential visits and all residential visits with mixed groups will need a teacher from each sex.

Where a high adult pupil ratio is required, it is not always feasible to use school staff alone. Parents may be used to supplement the supervision ratio. They should be carefully selected and should be well known to the school and the pupil group. They should never be left alone or in sole charge of any pupils unless they hold an enhanced DBS certificate.

### **The Risk Assessment**

An assessment should be completed well before the visit and should be approved by the Headmaster. Risk assessment Proforma (Appendix vi).

A risk assessment for a visit need not be complex but it should be comprehensive. A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Safety must always be the prime consideration. If the risks cannot be contained, then the visit must not take place. The steps that should be followed are set out in the model risk assessment from the [DfE](#). This form can be downloaded and guides the user in:

- Identifying the potential hazards of the place being visited.
- Listing the groups of people that are especially at risk from the significant hazards.
- Listing existing controls or notifying where the information may be found.
- Considering how he/she would cope with the hazards which are not currently identified or fully controlled.
- Carrying out continual monitoring of hazards throughout the visit.

The person carrying out the risk assessment should record it and give copies to all teachers/supervisors on the visit. The Headmaster should also be given a copy so that approval, can be given with a clear understanding that effective planning has taken place.

The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

The group leader should obtain a written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in

place. If he/she is satisfied, it will meet the requirements of Highfields School for the activity planned. Additional risk assessments will probably be needed to ensure complete coverage of all aspects of the visit.

Risk assessments carried out by the school for previous visits can generally be updated and re-used, unless there has been a change of circumstances based on evaluation. At Highfields School, the EVC maintains a dossier of generic risk assessments that cover sports fixtures, theatre and museum visits and most of our regular visits. Sample copies can be found on the school network in the 'Common Folder'.

The group leader should take the following factors into consideration when assessing the risks:

- the type of visit/activity being undertaken
- the location and modes of transport
- the competence, experience and qualifications of supervisory staff
- the ratios of teachers to pupils should be sufficient that they are still correct if an incident occurs that requires a member of staff to stay/go with a pupil.
- the group members' age competence, fitness and the suitability of the activity
- the special educational or medical needs of pupils
- the quality and suitability of available equipment
- seasonal conditions, weather
- emergency procedures
- how to cope when a pupil becomes unable or unwilling to continue

In all cases the group leader should undertake an exploratory/preliminary visit wherever that is possible to:

- ensure at first hand that the venue is suitable to meet the aims of the visit
- obtain advice from the manager
- assess potential areas and levels of risk
- ensure that the venue can cater for the needs of the staff and pupils in the group
- become familiar with the area before taking a group of young people

If an exploratory visit is not feasible then the group leader will need to obtain specific information by the letter from the venue, from other schools who have recently visited it and from local organisations such as tourist boards.

Other factors which should form part of the planning stage include

- the facilities/equipment the group will need to take on the visit
- the facilities/equipment to be provided at the venue
- staff training needs
- transport arrangements
- insurance arrangements
- information to the provider
- communication arrangements
- supervision ratios
- contingency measures for enforced change of plan
- information to parents
- preparing pupils
- emergency arrangements

## **First Aid**

First aid should form part of the risk assessment. For adventurous activities, visits abroad or residential visits it is sensible for at least one of the group's teachers to be a fully-trained first aider. All adults in the group should know how to contact the emergency services.

The minimum first-aid provision for a visit is:

- a suitably stocked first-aid box
- a person appointed to oversee first-aid arrangements

## **PREPARING PUPILS**

Pupils who are involved in a visit's planning and organisation, and who are well prepared will make more informed decisions and will be less at risk. Pupils should clearly understand what is expected of them and what the visit will entail. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

Pupils should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

Pupils should understand:

- the aims of the visit/activity
- how to avoid specific dangers and why they should follow rules
- why safety precautions are in place
- what standard of behaviour is expected
- who is responsible for the group
- what not to bring back either within the UK or from abroad
- what to do if approached by anyone from outside the group
- rendezvous procedures
- what to do if separated from the group
- emergency procedures

For residential visits, all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to an instructor.

## **Preparing Pupils for Remote Supervision**

During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. As a minimum, pupils should have the following:

- telephone numbers and emergency contacts if lost
- money
- maps and plans and any other information for them to act effectively
- a knowledge of how to summon help
- a knowledge of out of bounds areas or activities
- identity cards and a rendezvous point

## **Transport and Pupils**

Pupils using transport on a visit should be made aware of basic safety rules including:

- do not rush towards the transport when it arrives
- wear your seatbelt and stay seated whilst travelling on transport
- bags must not block aisles or cause obstructions
- never lean out of or throw things from the window of the transport
- never distract or disturb the driver
- if you feel unwell tell a teacher or supervisor

## **Pupils with Special Educational and Medical Needs**

Head teachers should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group.

## **Pupils with Medical Needs**

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. The group leader should check that the insurance policy covers staff and pupils with pre-existing medical needs.

## **Pupils with Special Educational Needs**

Any limitations or problems the pupil may have should be considered when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:

- is the pupil capable of taking part in and benefiting from the activity?
- can the activity be adapted to enable the pupil to participate?
- will additional/different resources be necessary?

## **COMMUNICATING TO PARENTS**

Parents should be informed in writing of any off-site activity or visit unless it is a regular part of the school curriculum which parents have already been informed about.

## **Information to Parents**

Parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. The following information on matters that might affect pupil health and safety should be given to parents:

- dates of the visit
- visit's objectives
- times of departure and return
- the location where the pupils will be collected and returned
- mode(s) of travel including the name of any travel company
- the size of the group and the levels of supervision including any times when remote supervision may take place
- details of accommodation with security and supervisory arrangements on site

- details of provision for special educational or medical needs
- procedures for pupils who become ill
- names of leader and deputy of other staff and of other accompanying adults
- details of the activities planned
- standards of behaviour expected
- what pupils should not take on the visit or bring back
- details of insurance taken out for the group
- clothing and equipment to be taken
- details on the cost of the visit

### **Parental Consent**

Group leaders should seek consent for:

- non-routine visits involving pupils in school Nursery - Form 6 (no matter how short the visit)
- adventure activities
- visits abroad
- other residential visits
- remote supervision

If parents withhold consent the pupil should not be taken on the visit. If the parents give a conditional consent the Headmaster will need to consider whether the pupil may be taken on the visit or not. A parental consent form should be completed for each pupil in the group.

General issues to consider include:

- any allergies phobias the pupil may have
- any medication pupil is taking (if so what the dosage is and who is to administer it)
- whether the pupil administers their own medication
- the name, phone number of the pupil's GP
- any special/medical dietary requirements
- whether the pupil suffers from travel sickness
- toileting difficulties
- night time tendencies such as sleepwalking (for residential visits)
- any other information which the parent thinks should be known
- the parental home and daytime phone numbers and addresses
- an alternative contact, with their phone number

### **Medical Consent**

Parents should be asked to agree to the pupils receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. It is sensible to include a translation of the medical consent, as signed by the parent in the relevant foreign language.

### **Other Consent**

Parental consent should be obtained for the transporting of pupils in the private vehicle of another pupil on the visit.

## **Early Return**

The group leader should tell parents if they would be expected to fund the early return of a pupil whose conduct gives cause for concern on a visit.

## **Contact with Parents during the Visit**

The Headmaster should ensure that parents can contact their child via the school contact and the group leader in the event of a home emergency and that they have a number to ring for information in the event of an incident during the visit or a late arrival home. Parents should therefore:

- be aware of the emergency contact arrangements at home (Particularly important during holiday periods when the school may be closed) and at all the venues the group will visit
- provide contact numbers for day and night use in an emergency

## **Pupils' Contact with Parents**

Group leaders should arrange for parents to be told by the school of the group's safe arrival. Such arrangements should be agreed with parents and pupils before the visit takes place.

## **TRANSPORT**

The group leader must give careful thought to planning transport. The main factors to consider include:

- passenger safety
- number of driving hours required for the journey and length of the driver's day (including non-driving hours)
- type of journey – will the visit take place locally or will it include long distance driving i.e. motorways

## **Supervision of Transport**

Supervision of transport should be considered as part of the risk assessment for the journey. The driver should not be responsible for supervision. All group members should be made aware of the position of the emergency door and first-aid and anti-fire equipment on transport. Factors that the group leader should consider when planning transport include:

- level of supervision that will be necessary on buses/coaches
- safety when crossing roads as part of the journey pupils should know the Green Cross Code
- safety on buses, trains, ferries and boats – the group leader should make clear to pupils how much freedom they have to roam. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed
- safety of the group in the event of an accident or breakdown
- head counts by the group leader should always be carried out when the group is getting off or onto transport
- responsibility for checking that seat belts are fastened

- consider whether a visible and easily recognisable article of clothing should be worn in common by pupils
- travel sickness tablets should only be administered to a pupil with previous authorisation from the parents

### **Hiring Coaches and Buses**

The EVC is responsible for ensuring that coaches are hired from a reputable company. When booking the EVC should ensure that seat belts are available for pupils

### **Private Cars**

Highfields School asks all staff and parents who transport children within their private cars to read and complete 'Guidance for Parents and Staff' (Appendix vii) and provide the school with a copy of their current insurance documentation, MOT or V5C.

Teachers must ensure their passengers' safety and that they have appropriate licence and insurance cover for carrying the pupils. The driver is responsible for making sure that pupils have a seat belt and use it always.

## **ACCOMMODATION**

Check that the sleeping areas are adequate for the needs of the group. This will obviously vary depending on the accommodation chosen but it should offer:

- adequate ventilation
- reasonable washing and toilet facilities
- heating and lighting
- enough storage space for personal belongings
- sufficient room between beds to allow easy movement.

Permanent centres should also provide a separate area for sick/unwell visitors and all sleeping areas must be clean and tidy.

Check facilities for washing/drying clothes and storing outdoor equipment. Find out about meeting rooms, work bases and evening recreational/relaxation areas

Ensure that kitchen and dining facilities are sufficient for the numbers involved.

## **DURING THE VISIT OR ACTIVITY**

Primary responsibility for the safe conduct of the visit rests with Group Leader. He or she has sole responsibility for amending the itinerary in the event of unforeseen delay or sudden deterioration in weather conditions. S/He may delegate part or all of the responsibility for the following to one or more of the accompanying staff:

- Carrying out a head count on getting on and off each form of transport, entering or leaving a museum, restaurant, activity centre, hotel etc.
- Checking that all pupils wear their seat belts.
- Checking the fire exits and escape routes at each hotel or hostel. Ensuring that every pupil walks through the emergency escape route at each hotel.

- Ensuring that sleeping accommodation is suitable and located together (not on the ground floor).
- Setting times for pupils to be in their rooms at night. Conducting checks (using the other staff).
- Setting agreed times and locations for checking pupils when they work or are allowed out unsupervised in small groups.
- Managing the children's spending money.
- Collection and issuing of any prescribed medication for self-administration.

## **ILLNESS OR MINOR ACCIDENTS**

If a pupil has a minor accident or becomes ill, the Group leader, or another member of staff will take him/her to the local hospital or clinic. If the trip is outside the UK, s/he will notify the insurers on their helpline to arrange (where possible) for the medical bill to be sent directly to the insurance company for settlement. If the accident is more serious (such as a broken leg when skiing), the school's medical insurers may arrange for the pupil, accompanied by a member of staff to be repatriated to the UK. At Highfields School, we expect the Group Leader to phone the pupil's parents if their child has suffered an accident or injury that is serious enough to require medical treatment - as opposed to minor cuts and bruises but these may be reported on return to school.

## **EMERGENCY PROCEDURES**

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

Emergency procedures are an essential part of planning a school visit and a detailed outline of these procedures is found in Appendix (viii)

If an accident happens, the first priorities for the Group Leader are to:

- assess the situation
- safeguard the uninjured members of the group, ensuring staff: pupil ratios
- attend to the casualty/ies
- inform the emergency services,
- Inform the Head Teacher or designated school contact (before the parents)
- Provide as full, calm and factual account as the circumstances permitted.
- A full record should be kept of the incident, the injuries and of the actions taken.

At Highfields School, depending on the nature of the incident, we may implement our own model communications plan for informing as swiftly as possible both the families of the injured, and the families of those who are unhurt. We recognise that in an era of instant communications, it may not be possible for us to be the first to break the news. Nevertheless, we firmly believe that we have an important duty to speak personally to the parents of any pupil who has suffered some injury or mishap. We will use mass communication methods (SMS, email, messages on our website) for communicating with those whose children are not affected.

Where possible, communication with the media should be left to the Head teacher. The

Group Leader should refer the media to the school. If comment is unavoidable, it should be factual, calm and no attempt made to cover gaps in knowledge. Pupils should be discouraged from talking to the media.

#### **DELAYED RETURN**

If a visit is delayed, the Group Leader should phone or text the school office, who will in turn phone or text all the parents on their contact numbers to alert them to the delay and the revised time of arrival. If out of school hours the Group Leader should use the school mobile to contact parents.

#### **ON RETURN**

Each Group Leader is asked to provide the EVC with a report on the visit, reports of accidents and near misses on his/her return. Personal observations and lessons learned are always valuable. The Group leader should return all school property together with a report of any lost or damaged property.

#### **EXPENDITURE**

The Group Leader is responsible for returning any unused cash or travellers' cheques to the School Business Manager together with all related transaction vouchers. The Group Leader is also responsible for producing a schedule of all expenditure on the trip. Unused balances will be returned to the parents by way of credits shown on the next school bill.

#### **REPORT FOR GOVERNORS**

The Headmaster's termly report to the Governors contains a synopsis of all the school trips and visits that have taken place since the last meeting.

#### **MONITORING AND REVIEW**

The policy will be monitored regularly and reviewed by the Governing Body every three years or as required. The designated members of the governing body will review any incidents with the Headmaster.

#### **RELATED POLICIES**

- Physical Education
- Behaviour Policy
- Risk Assessment Policy
- Safeguarding and Child Protection Policy
- First Aid Policy
- Administration of Medicines

Headmaster's signature:

**Appendix (i)**

**PROPOSED EDUCATIONAL VISIT**

**AUTHORISATION FORM**

Place to be visited \_\_\_\_\_

Date of proposed visit \_\_\_\_\_

Proposed departure and return times \_\_\_\_\_

Is there a clash with anything else in the School Diary? YES / NO

If YES, outline the clash:

Form(s) that will be involved \_\_\_\_\_

Number of children \_\_\_\_\_

Number of staff \_\_\_\_\_

Name of staff member organising the visit \_\_\_\_\_

Names of other staff involved \_\_\_\_\_

Other adults, such as parents \_\_\_\_\_

Method of transport COACH / MINIBUS / CARS

Potential cost per child: £

Signature of visit organiser \_\_\_\_\_ Date \_\_\_\_\_

**AUTHORISED BY:**

The Headmaster \_\_\_\_\_ Date \_\_\_\_\_

COMMENTS/POINTS TO CONSIDER

**Appendix (ii)**

**PLANNING CHECKLIST FOR A FORTHCOMING EDUCATIONAL VISIT**

**DAY VISITS** that do not involve a residential element

Visit to:

Date:

Venue address:

Phone Number:

(including code)

Form/s involved	No. of Boys	No. of Girls	Total

**Planning**

**Initials / Date**

Create file for all notes ..... ..

**Finance/parental consent**

Produce costing, including pocket money ..... ..

Letter to parents, including costing, departure and return times, clothing to wear and any pocket money required. .... ..

Communicate hazardous activities to parents (if applicable) ..... ..

Parental hazard approval (if applicable) ..... ..

**Insurance**

Check cover for trip with Business Manager ..... ..

**Health**

Identify First Aid facilities on site **Details** .....

.....

Nearest Accident and Emergency Hospital .....

.....

**Staffing**

Staff members going on visit 1. .... 2.....

3. .... 4.....

Party Leader: .....

Parent Helpers 1. .... 2.....

3. .... 4.....

DBS checked for helpers: Yes/No

**Initials / Date**

Identify school contact name and number

.....

(usually the Headmaster if not participating)

Briefing held for staff members regarding responsibilities: Date.....

Briefing held for parent helpers regarding responsibilities: Date .....

**Medical issues**

**Initials / Date**

First Aid Equipment check Mobile sets

.....

First Aid persons identified - Name 1.....

to dispense medicines

Name 2. ....

**Initials / Date**

Information regarding medical issues passed to party leader .....

Special medical issues of individual children communicated .....

to parent helpers

**Transport**

Needs identified - coach or minibus ..... ..

Obtain quotes ..... ..

Confirmation of booking                      Date received ..... ..

Complete risk assessment form ..... ..

**Other issues**

Telephone pyramid (if required) for parents/school .....  
.....

Emergency staff phone number for parents on pyramid sheet .....  
.....

RISK ASSESSMENT            NB visit will not go ahead without this. .... ..

Checklist completed by Party Leader ..... Date .....

Checklist approved by the Headmaster ..... Date .....

**Appendix (iii)**

**PLANNING CHECKLIST FOR A FORTHCOMING EDUCATIONAL VISIT**

**RESIDENTIAL VISITS**

Visit to:

Date:

Venue address:

Phone Number:

(including code)

Form/s involved	No. of Boys	No. of Girls	Total

**Planning**

**Initials / Date**

Create file for all notes ..... ..

**Finance/parental consent**

Produce costing, including pocket money ..... ..

Letter to parents, including costing, departure and return times, clothing to wear, kit list and any pocket money required. .... ..

Communicate hazardous activities to parents (if applicable) ..... ..

Parental hazard approval (if applicable) ..... ..

Medical questionnaire sent to parents ..... ..

Dietary information request ..... ..

**Insurance**

Check cover for trip with Mrs Rands ..... ..

**Accommodation**

**Initials / Date**

Describe and confirm with the Headmaster if not used before ..... ..

Pre-visit – fire drills and procedures checked ..... ..

Environment of accommodation – out of bounds identified ..... ..



Party Leader .....

Parent Helpers 1. .... 2. ....

3. .... 4. ....

CRB checked for helpers: Yes/No

**Initials / Date**

Identify 24 hour school contact name and number .....  
(usually the Headmaster if not participating)

Briefing held for staff members regarding responsibilities: Date .....

Briefing held for parent helpers regarding responsibilities: Date .....

**Medical issues**

**Initials / Date**

First Aid Equipment check - Mobile sets ..... .....

Main set ..... .....

First Aid persons identified - Name 1. ....  
to dispense medicines

Name 2. ....

Information regarding medical issues passed to party leader ..... .....

Special medical issues of individual children communicated  
to staff and parent helpers ..... .....

**Transport**

**Initials / Date**

Needs identified - coach or minibus ..... .....

Obtain quotes ..... .....

Confirmation of booking Date received ..... .....

Complete risk assessment form ..... .....

**Other issues**

Telephone pyramid (if required) for parents/school ..... .....

Emergency staff phone number for parents on pyramid sheet ..... .....

**RISK ASSESSMENT\_** NB visit will not go ahead without this. ....

Checklist completed by Party Leader ..... Date .....

Checklist approved by the Headmaster ..... Date .....

**Appendix (iv)**

**GUIDE TO PLANNING A VISIT**

**At Least *nine* Months in Advance** [it is recommended that assurance should be sought that suitability checks have been carried out for any staff of another organisation taking responsibility for the school's pupils on a site other than the school].

- Obtain advice from the Headmaster, on suitable dates, precedents etc.
- Discuss preliminary plan, including purpose, location, transport, hotels, activities, itinerary, number and age of participants with Headmaster

- Calculate the staff to pupil ratio
- Prepare a draft itinerary
- Decide mode of transport for all legs of the journey.
- Prepare fully inclusive costs for the visit, including an appropriate contingency for delays and emergencies (the costs of the accompanying staff must be included).
- Check that the provider of adventurous activities is licensed and the individual instructors possess a recognised qualification from a national body, such as the Adventure Activities Licensing Authority.
- Obtain a clear statement from the centre about their responsibilities for the safety of the pupils before making any commitment. Ask for copies of their risk assessments
- Prepare the risk assessment(s), (see Appendix (vi))
- Check the school's insurance cover, if the visit involves hazardous activities
- Find other members of staff who are willing to participate in the trip, bearing in mind the need to have both male and female teaching staff when both sexes participate in a residential visit. Office staff may assist with day trips and theatre visits. We encourage parents to accompany school visits, when necessary and we welcome them at all sports fixtures.
- If parent volunteers participate: Arrange for any volunteers participating in the trip who may have unsupervised responsibility for children have an enhanced CRB disclosure.
- Check that the tour company/airline is ATOL/ABTA bonded to provide cover in the event of the bankruptcy of the provider.
- Carry out a preliminary visit if the location is not one that the school has visited before. (If a preliminary visit is impossible, a reference from another school that has visited the site may suffice).
- Establish the minimum and maximum numbers for the visit to be viable (bearing in mind that the costs of the accompanying staff will be divided amongst the participants).
- Ascertain the medical and visa requirements
- Establish when the deposits are required by tour operators/airlines/activity centre etc, and ensure that the size of the deposit requested from parents is sufficient to cover these costs (including the costs of deposits for accompanying staff).
- Prepare a written permission form seeking the Head teacher's approval.

**After Permission is Granted (At Least Six Months in Advance)**

- Write a *preliminary* letter to send to parents and guardians of the target age group, outlining the purpose of the trip, *the programme and* the expected *maximum* cost. Ask for acceptance, together with a *deposit by a specific date*. *Mention that parents will be invited to a briefing meeting within six weeks of departure*. Explain any restrictions on numbers. At Highfields School, we expect that these letters should always be cleared in advance with the Headmaster.
- Brief the pupils about the visit, its dates and purpose.
- Check names of all pupils wishing to participate with Medical Requirement List. Discuss with EVC concerns about special arrangements that may be required for handling any specific medical or SEN issues.

- Collect payment/deposits and arrange with the School Business Manager to set up a unique cost centre in the school accounts for the trip.
- Arrange for the School Business Manager to pay *deposits on hotels, flights, activity centre etc.*
- *Work out the cost for parents (including contingency to cover delays etc).*
- *Inform parents of the medical and visa requirements. Advise parents of non-British passport holders that they are responsible for ascertaining the visa requirements of the country to be visited.*

#### **At least Three Months in Advance**

- *Finalise the costs with travel company etc.*
- *Insist that all coaches are fitted with seat belts.(This may not be possible in every country).*
- *Arrange for the SBM to bill parents for the balance of the cost of the trip.*
- *Arrange for the SBM to pay the balance to the airline, hotel, travel company etc.*
- *Arrange with School Office for loan of school mobile with pre-paid SIM card valid for the country to be visited to be available on a specific date].*
- *Brief and prepare the pupils in advance.*
- *Ensure that they are given plenty of advance notice if they need special equipment*

#### **Six Weeks in Advance**

- *Give the SBM details of requirements for foreign currency/travellers' cheques. Agree collection arrangements. (Group Leaders will normally be required to collect and counter-sign their own travellers' cheques from the bank or airport terminal and will be required to produce their passport details for a pre-paid foreign currency card).*
- *Arrange meeting with parents to brief them on all aspects of the trip, including:*
  - 
  - *The itinerary, including the meeting and collection points.*
  - *Contact details for the hotels/hostels.*
  - *The number of the school mobile phone issued to the Group Leader.*
  - *The money, kit and equipment that the pupils need.*
  - *The medical and visa requirements.*
  - *The expected standards of behaviour, and the potential risks of irresponsible behavior.*
  - *Remind parents those pupils who ignore or flout the behaviour code risk being sent home at their parents' expense. Pupils remain subject to school rules throughout the visit.*

- *Arrangements for handling illness and accidents, and arrangements for informing parents in such circumstances.*
- *Arrangements for communicating with parents if the return is delayed.*
- *The need to notify the school in the event of contact with an infectious disease within four weeks of traveling.*
- *The reasons why a completed consent form is essential.*
- *The need for a copy of each pupil's passport.*
- Send all parents a copy of the consent form with specified return date.
- (If appropriate) book picnic lunch from Catering Department.
- Brief pupils on expectations of standards of behaviour and cultural differences.
- Book traveling first aid kit from the School Office.

### ***Two Weeks in Advance***

- Chase parents who have not returned their consent forms. Remind them that their child cannot participate unless the form is received within [3] working days of departure
- *Obtain photocopies of each pupil's passport*
- *Check all tickets for accuracy. Store them in the school safe until collection*
- *[Collect travellers' cheques from bank (if not collecting from airport terminal). Note their serial numbers before storing in safe until collection, with the foreign currency ordered by the SBM. Give copy to SBM.*
- Meet with the other members of staff to discuss the itinerary, the risk assessment, the respective roles of the Group Leader and other accompanying staff, and emergency procedures.
- Prepare packs for the School Office, the School [Caretaker/Head of Security] and for each member of staff, that contain the following information:
  - The itinerary (*including address, phone numbers etc of all locations where the party is staying*).
  - The Group Leader's mobile number/[the school mobile],
  - Personal mobile numbers of all participating staff,
  - A list of pupils, together with copies of their parental contact forms (which includes details of each pupils' medical conditions)
  - *Copies of all passports and travel documents*
  - Emergency contact numbers for the Headteacher, Deputy Head, Member of the SMT designated to be on-call.
  - Out of hours contact details for the School Site Manager.
  - *The address and contact details of the nearest British Consul.*
  - A copy of the tickets, travel insurance document (including emergency contact details).
  - A copy of the risk assessment.
  - Location of local hospital

- *Copies of the serial numbers of travellers' cheques.*
- Collate parents contact numbers and create a waterfall system for communication.

### **The Day Prior to Departure/The Day of Departure**

- Collect tickets, *travellers' cheques* and foreign currency from the safe.
- Give trip information packs to designated school recipients and to other staff participants
- *Give each pupil the names, addresses and phone numbers of their accommodation*
- Remind pupils about the rendez-vous, dress code, standards of behaviour etc.
- Remind pupils of the potential risks of irresponsible behaviour
- *Remind pupils to bring passports. Ask to see each passport.*
- Collect traveling first aid kit(s) One per member of staff. Check contents.
- Collect packed lunch
- Collect School Mobile and charger

### **Appendix (v)**

#### **TYPES OF VISITS**

When planning to use adventure activity facilities offered by a commercial company, or by a local authority the group leader should check:

- whether the provider is legally required to hold a licence for the activities it offers and if so
- that the provider holds a licence

The following activities – need a licence when commercial companies sell them, or when local authorities provide them with or without a charge

Caving

Climbing - to include sea-level traversing, abseiling scrambling over natural terrain or man-made structures

Trekking - on foot, horse, cycle, skis, skates or sledges

Watersports - to include sailing, canoeing, kayaking, rafting and windsurfing

### **Adventures Activities Using Non-Licensable Providers**

If proposing to use a non-licensable provider, the group leader should obtain assurances in writing from the provider that:

- risks have been assessed and that the provider's staff are competent to instruct and lead pupils of the group's age range on the activity. Competence could be demonstrated by holding the relevant NGB award where it exists or through successful participation in an approved in-house scheme
- the equipment is appropriate and that its safe condition is checked before each use
- operating procedures conform to the guidelines of the National Governing Body for the activity where this is appropriate
- clear management of safety systems is in place
- there is appropriate provision for first aid
- there are emergency procedures that the provider's staff are competent in the procedures and will hold emergency phone numbers and addresses of the group members and that the group will have a fire drill as soon as possible on arrival at the provider's base

### **Other issues to consider with all adventure activity providers**

The group leader should agree the arrangements for supervision and recreation during the evenings and between adventure activities. Clear handover and handback procedures should be in place. The group leader and teachers retain ultimate responsibility for pupils at all times during adventure activities, even when the group is under instruction by a member of the provider's staff. Assurances may be sought that the provider has:

- checked the suitability of the staff, to work with young people
- the appropriate security arrangements

### **School-led Adventure Activities**

If a member of the school staff is to organise, lead and instruct pupils on adventure activities. The governing body should satisfy themselves that:

- the group leader and other supervisors are competent to act as leaders and/or instructors of pupils in the activity.

### **Remote Supervision during Adventurous Activities**

The group leader should be satisfied that the pupils have the necessary skills experience, confidence, physical ability and judgement to be left without direct supervision.

## **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 should 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
- ensure group members are 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 outflow etc.
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path — at all times

## **Swimming in the Sea or other Natural Waters**

They should only be allowed as formal and supervised activities, preferably in recognised bathing areas, which have official surveillance i.e. qualified lifeguard cover. Pupils should always be in sight of their supervisors. One supervisor should always stay out of the water for better surveillance. The group leader, or another designated teacher should hold a relevant life-saving award where lifeguard cover may not be available. The group leader should assess the risks and consider an appropriate safe supervision level for their particular group before the activity takes place.

The group leader should:

- be aware that many children who drown are strong swimmers
- ascertain for themselves the level of the pupil's swimming ability
- be aware of the local conditions, currents, weeds, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbor master, police or tourist information office
- designate a safe area of water for use by the group
- be aware of the dangerous effects of sudden immersion in cold water
- be aware of the dangers of paddling
- ensure that pupils have not eaten (at least half an hour) before swimming
- adopt and explain the signals of distress and recall

## **Swimming Pools**

Group leaders should follow the recommended safe supervision levels in the pool for their pupils. A minimum ratio should be 1 adult to 12 pupils in school years 4 to 6.

If considering the use of a swimming pool not used before it is advisable to observe and check the following:

- is there constant pool supervision by enough qualified lifeguards?
- where there is no lifeguard the group leader should stay at the poolside at a raised location. In such circumstance, the group leader, or a designated teacher, should have a relevant life-saving award and be accompanied by an appropriate number of supervisors?
- is the water temperature appropriate?

- is the water clear?
- are there signs clearly indicating the depth – is there a shallow end and is the water there shallow enough?
- does the deep end allow for safe diving?
- is there a poolside telephone?
- are there a resuscitator and other pieces of first-aid and rescue equipment, and is there someone trained to use them?
- is there a changing room for each sex?
- are the changing and showering facilities safe and hygienic?
- can clothes be stored securely?
- have the pupils been instructed how to behave in and around the water?

Parental consent does not mean that group leaders should not check for themselves the level of a pupils' swimming ability.

### **Farm Visits**

Taking children to a farm should be carefully planned. The risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E Coli 0157 food poisoning and other infections.

Check that the farm is well-managed, that it has a good reputation for safety standards and animal welfare, that it maintains good washing facilities and clean ground and public areas. Consider the merits of an exploratory visit.

There are some basic safety rules. Never let pupils:

- place their faces against the animals or put their hands in their own mouths after feeding the animals
- eat until they have washed their hands
- sample any animal foodstuffs
- drink from farm taps
- ride on tractors or other machines
- play in the farm area

### **Field Studies**

The scope of field studies means that the group leaders, who will usually be subject specialists, should also be competent to lead and instruct their pupils within urban and non-urban environments at minimal risk.

### **Residential Visits**

Issue for the group leader to consider include the following:

- The group should ideally have adjoining rooms with teachers' quarters next to the pupils – the leader should obtain a floor plan of the rooms reserved for the group's use in advance
- there must be at least one teacher from each sex for mixed groups
- there must be separate male and female sleeping/bathroom facilities for pupils and adults
- the immediate accommodation area should be exclusively for the group's use

- ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits, its regulations and routine, and that everyone can identify key personnel
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors
- the manager should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people
- locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times
- there should be drying facilities
- there should be adequate space for storing clothes, luggage, equipment etc., and the safe keeping of valuables
- adequate lighting – it is advisable to bring a torch
- there should be a provision for pupils who fall sick
- balconies should be stable, windows secure and electrical connections safe
- the fire alarm must be audible throughout the accommodation
- there should be recreational accommodation/facilities for the group
- there should be an appropriate number of group supervisors on standby duty during the night

Before booking a hotel abroad, the group leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

## **VISITS ABROAD**

### **General**

Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in applies to visits abroad, but there are some additional factors that need to be considered, not least because the legislation may be different from that of the UK. Group leaders should always comply with the school policy on visits abroad. School visits abroad can be made in several ways.

### **Organising Your Own Visit**

Now the legal position of packages arranged as part of an educational course is subject to the effects of a future judgement in the European Court of Justice. The Head teacher should be aware of these regulations in case they are in scope.

### **Organising Your Own Transport**

Group leaders should ensure that drivers taking groups abroad are familiar with driving the minibus in the countries being visited and those en-route. EC regulations require the fitment and use of a tachograph and prescribe maximum limits on driving time and minimum requirements for breaks and rest periods. Different licence requirements would normally apply for driving abroad. DTLR can provide advice on the relevant transport legislation.

Factors to consider when travelling abroad include:

- the need to be aware that different legislation and regulations may apply for drivers' hours and record-keeping purposes
- special documentation is required for minibuses taken abroad

- all group members should be aware of unfamiliar right-hand drive traffic. Where travel is on the right hand side of the road, extra care will be necessary when the group is climbing in and out of the vehicle. Detours may be necessary to ensure safety.

### **Using a Tour Operator**

Before using a tour operator group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The group leader must check whether the whole package being supplied is covered by the ATOL. If it is not, the organiser must show evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency.

### **Planning and Preparation**

It is good practice that an exploratory visit to the location should always be made. If this is not possible the group leader should gather as much information from:

- the provider
- other schools who have use the facilities/been to the area
- travel agents/tour operators
- the Internet, books and magazines

### **Preparing Pupils for Visits Abroad**

Factors to consider for visits abroad include:

- language – particularly common phrases
- food and drink – group members should be warned of the dangers of drinking tap water in certain countries. In some countries, it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish
- money- how to carry money and valuables discreetly. If larger amounts of money will be needed, it is advisable to take travellers cheques
- how to use phones abroad, money required (a BT contact card allows calls to be charged to the home number) and the code for phoning home
- what to do in an emergency

### **Vaccinations**

The group leader should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination.

### **Insurance**

The group leader must ensure that the group has comprehensive travel insurance.

### **Foreign Legislation**

The group leader needs to check relevant legislation, particularly on health and safety e.g. fire regulations.

## **Language Abilities**

One of the adults with the group should be able to speak and read the language of the visited country. It is also advisable that pupils have a basic knowledge of the local language before the visit.

## **Visas/Passports**

The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. Photocopies of the group's passports should be made in case someone other than the designated leader has to accompany an injured pupil back to the UK.

## **Nationality**

Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a school group. Details are available from the Central Bureau for Educational Visits and Exchanges.

## **Emergency Medical Facilities**

Form E111 from DSS is the certificate of entitlement to free or reduced cost treatment and must be completed by the child's parent. It is available from Post Offices. It is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later.

## **Paperwork**

The group leader should ensure that they obtain and take with them:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag
- a copy of the contract with the centre
- medical papers e.g. form E111s and significant medical histories
- parental consent forms and permission for group leader to authorise emergency treatment on parental behalf
- the phone numbers and addresses, at home and in school, of the Headmaster and of the school contact
- the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace)
- copies of a list of group members and their details
- details of insurance arrangements and the company's telephone number
- the name, address and telephone number of the group's accommodation
- location of local hospital/medical services

The group leader may wish to ask parents for passport size photographs of the pupils. It might be useful to have photographs of the adults in the group as well.

## **Information Retained at the School**

Full details of the visit should be retained at school while the visit is in progress. This should include:

- the itinerary and contact telephone number/address of the group
- a list of group members and their details
- contact names, addresses, telephone numbers of the parents and next of kin
- copies of parental consent forms
- copies of travel documents, insurance documents, medical papers
- a copy of the contract with the centre/hotel
- emergency contact numbers

It is the Head Teacher's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed. Independent school bursars should also hold the information.

## **During the Visit**

It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation or to take them to the police station. They should also carry the group leader's name and the duty contacts phone number.

All group members should carry an appropriate amount of foreign currency.

## **Emergencies**

The group leader must ensure that all members of the group know what action to take if there is a problem. The group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number.

Group leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.

Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep. If appropriate, parents should be asked to provide suitability factored sun protection creams and sun hats/glasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration. In warm climates, it is important to keep fluid levels high, take extra salt and wear loose lightweight clothing.

## **Contacts at Home**

It is advisable to have a teacher/contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

## **Travel by air**

Taking a school group on an aircraft requires careful planning and preparation. The group leader should resist any attempt by the airline to split the group between different aircraft.

## Appendix (vii)

### Transporting Children to and from Educational Visits by car

#### GUIDANCE FOR PARENTS AND STAFF

For the purposes of this document, educational visits include any activity away from the School premises where children (whether of the driver or not) are transported by private car. This includes transport to and from sports fixtures at other schools.

By signing this document, the driver agrees, without reservation or exception, that all the points below shall be adhered to strictly.

1. It is the responsibility of the driver to ensure that they have the correct and current driving licence and motor insurance policy in place.
2. It is the responsibility of the driver to ensure that the vehicle is in a roadworthy condition and has a current MOT.
3. The driver must ensure that pupils wear seatbelts throughout the journey, and that seatbelts are not taken off until the end of the journey or in cases of emergency. Correct seats for age/height are available.
4. The driver **MUST** ensure that, in the safety of all pupils being transported, that the legal speed limits on all roads travelled are observed, and shall comply with all current Road Traffic laws including but not limited to speed limits, drink driving, smoking in vehicle, safe use of mobile phones etc.
5. The driver must ensure that a note of the driver's mobile telephone number is made available to the Teacher in Charge prior to departure from School. Unless the School is told otherwise, the filed telephone number shall be used.
6. Whilst transporting pupils of Highfields School on School-related business, including transport to and / or from School fixtures, the driver shall not exceed the given speed limits on the roads used. *Already stated in 4.*
7. Whilst transporting pupils of Highfields School on School-related business, including transport to and / or from School fixtures, the driver shall not use their mobile telephone whilst the vehicle is moving **unless** a hands-free kit with speaker and microphone is used.

**STATEMENT BY THE DRIVER AGREEING TO PROVIDE TRANSPORT FOR PUPILS**

I have read, agree, and will abide by the terms stated within this guidance document. I confirm that I have checked with my motor insurance company that I am fully insured to transport children to and from Highfields School educational visits, including sports fixtures.

\*I accept that in the event of my failure to comply with any of the above I, and not Highfields School, will be legally responsible for the consequences of my failure. I further accept that at no time when transporting children am I acting as a servant or agent of the School

\*(delete if member of staff)

Name of Driver : \_\_\_\_\_

Signature of Driver : \_\_\_\_\_

Date :

**GUIDANCE NOTES FOR PARTY LEADERS  
IMMEDIATE ACTION FOLLOWING A SERIOUS ACCIDENT OR INCIDENT**

A serious accident or incident is defined as

- ◆ an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- ◆ circumstances in which a party member might be at serious risk/serious illness; or
- ◆ any situation in which the press or media might be involved.

*Remember that serious accidents and incidents are extremely rare, but if one occurs it certainly makes great physical and emotional demands upon you. These guidance notes are designed to help you deal with an emergency.*

**1. Be prepared**

- (a) Carry the emergency reference card at all times.
- (b) Ensure that you are familiar with all the guidelines for off-site activities.
- (c) Brief your group on emergency procedures before they set off, including details of communications, so that they know how to deal with these should the party get split up.

**2. Care of the Group**

- (a) Ensure safety from further danger.
- (b) Contact local emergency services immediately and follow their advice.
- (c) Deploy other staff/adults as effectively as possible in continuing to ensure the welfare of your group.

**3. Communication**

- (a) Contact the Headmaster;

During the School Day                      01636 704103

If it is not possible to contact the Headmaster, the following should be contacted (if they are not leading or accompanying the visit party):

- The Deputy Head, – numbers as per the staff contact list
- The Headmaster's PA, – numbers as per the staff contact list

- (b) *Give the following information:*

Your name  
Telephone number you are calling from

What happened  
To Whom  
Where  
When  
What has happened since  
If a fatality is involved, has this been confirmed?  
By Whom  
Which local emergency services are involved.

#### **4. Next Steps and General Advice**

- (a) Parents and relatives will naturally be anxious to establish what is happening, but do NOT let party members (staff or young people) telephone home until after you have contacted the Headmaster (or other representative) and this has been agreed.
- (b) Do NOT speak to the press or media. Refer enquiries to the local emergency services handling the incident on the ground and state that “an official statement will be made as soon as possible”.
- (c) Do NOT admit liability of any sort to anybody.
- (d) Do NOT allow anyone, apart from medical services, to see any party member without an independent witness being present.
- (e) Retain any equipment involved in an unaltered condition.
- (f) Keep a written record of all that happens.
- (g) Be as compassionate as possible, with anyone involved.
- (h) Remember that no one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
- (i) If you change location, remember to let the Headmaster (or other representative) have the new telephone number at which you can be contacted.

#### **GUIDANCE NOTES FOR THE HEADMASTER / SCHOOL CONTACT**

In the event of a serious accident or incident involving a group on any form of school outing, it is paramount that the Party Leader should receive as much advice and support as he or she needs.

A serious accident or incident is defined as:

- ◆ an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- ◆ circumstances in which a party member be at serious risk/serious illness;  
or
- ◆ any situation in which the press or media be involved.

Serious incidents are fortunately rare – this can however lead to complacency which must be guarded against. Therefore, you will need to “think on your feet”. This could be difficult under pressure and the following guidelines will help.

### **1. Be prepared:**

- (a) You must have immediate access to these procedures and the information and means to use them, at all times.

### **2. Answering the Emergency Call**

You will need to gain and record the following;

- (a) Name of Group
- (b) Name of Party Leader/Caller
- (c) Telephone number the caller is speaking from
- (d) What happened
- (e) To Whom It May Concern
- (f) Where
- (g) When
- (h) What has happened since

*If a fatality is involved or suspected*

- (i) Has this been confirmed?
- (j) By whom?
- (k) Which emergency services are involved?
- (l) Have any next of kin been informed?

### **3. General Advice**

Advise the party leader to follow instructions from the local police/emergency services but unless they specifically request otherwise, your advice to the party leader should be to;

- (a) Keep the party together
- (b) Co-ordinate any contact with parents or any outside bodies
- (c) Refer media attention to the police – do not answer questions
- (d) Remain available: if it is necessary for the party to change location they must advise you of the new telephone number.

IT IS VITAL THAT you maintain a written record of events including the times of telephone calls etc.

## **FIRE PRECAUTIONS AND EVACUATION PROCEDURES**

### **Precautions:**

All premises with fire certificates should have fire routine notices. Ensure that all members of the group understand them - do not take it for granted that they will read them without prompting. If necessary, read the instructions to them.

Obtain advice from the management on the means of escape available, and investigate ALL means of escape to ensure that they are adequate and unobstructed. Emergency exit doors need to be checked to ensure that they can be readily opened from the inside. Check on fire alarm call point positions.

A suitable assembly point must be established.

### **In the event of fire:**

- Give priority to the evacuation of persons in your group.
- If it is safe to do so, check that those in your group have heard the alarm and are evacuating the premises.
- Do not use lifts.
- Do not attempt to collect baggage, valuables, etc.
- Check that all persons are accounted for by carrying out a roll call. Sub-groups are particularly useful for carrying this out accurately and speedily.
- If any members of the group are missing, report them immediately and without fail to the Fire Officer in charge at the scene.
- On no account, should you or any member of your group re-enter the premises to locate or attempt to rescue missing persons after carrying out the procedure above.
- Contact the Headmaster / School Contact as soon as possible.