

Educational Visits Policy

Lady Hawkins' School



Approved by:	Governors	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2023	

Contents

1. Aims	3
2. Responsible Person	4
3. Practicalities	4
4. The Arrangements	5
5. Responsibilities	6
6. Summary of educational visit categories	7
7. Accountability	7
8. Common Law Duty of Care and Effective Supervision	9
9. Trip Approval Criteria	9
10. Health and Safety	12
11. Supervision.....	14
12. Extra-Curricular Clubs.....	15
13. Transport.....	16
14. Checklist for taking a school trip.....	17
15. Monitoring visits	18
16. Budgets	19
17. Critical incidents	19
18. Emergency procedure protocols	21
19. Visit request forms	22

1. Aims

Lady Hawkins' School aims to offer a broad and balanced range of exciting and stimulating educational visits. The opportunities have a positive impact on raising standards, being a valuable and important part of the learning process for people of all ages.

They serve to:

- Bring breadth to the learning experience
- Stimulate enquiry
- Encourage tolerance and quality in relationships between all involved
- Extend, enlighten, and enrich the curriculum and the student's learning experience

Residential courses should further self-discipline, organisation, empathy, and recognition of our interdependence.

Lady Hawkins' School is committed to providing all students as far as possible, including those with special needs, with at least one residential experience. It has a longstanding reputation for the extra-curricular and residential opportunities offered and all students are encouraged to take advantage of these enriching experiences. All members of the school community (students, staff, parents, and governors) have a right to be informed of the many and varied opportunities available and should anticipate a broad, balanced and exciting offer.

Students will not be barred on financial grounds from any courses/visits considered a necessary part of the curriculum. When additional funding is necessary, the school will endeavour to source appropriate funds.

Visits should be consistent with the aims of the school and be fully researched, approved, clearly targeted, and reviewed.

Visits can lead to pressure (on parents' purses) and stress (on staff and students). All visits should follow an agreed pattern, to be part of the overall academic planning cycle.

The scope of this policy covers a very wide range of potential activities, whether a short trip to a local museum or travelling long distances for a specific activity at a specially selected location. The same principles will also be applied to those types of visits that are purely for enjoyment and enhancement of life experiences, such as swimming and sporting activities. The benefit for students visiting venues and gaining first-hand experience and/or partaking in activities is invaluable in their educational and personal development.

The purpose of this policy is to therefore ensure that all educational visits, irrespective of their nature and duration, are well planned and co-ordinated and consider the health and safety issues that may foreseeably arise during any visit. Only competent persons and organisations will therefore be selected for the purpose of planning and organising any visits and all and any venues visited will be carefully assessed beforehand.

2. Responsible Person

Faith Gadfield (Educational Visits Co-ordinator)

- The primary functions of the above-named person are to co-ordinate and oversee all issues and controls regarding educational visits and to liaise between all appropriate parties during the planning and organisation.
- This includes the need to ensure that the requirements of this policy are carried out and that any problems or difficulties in meeting these requirements are reported.
- In particular, the above-named person has responsibility for ensuring that any systems and procedures laid down for dealing with educational visits and the selection of suitable persons and organisations involved, follow the principal requirements of this policy and are fully in place prior to the commencement of any educational visit.
- In addition, the above-named person is responsible for ensuring that feedback is obtained from all educational visits and utilised, where practicable, to both enhance and improve any future arrangements and selection processes.
- The above person can delegate specific tasks to other staff members and is responsible for ensuring that such delegation is appropriate and clearly understood.

3. Practicalities

The Policy

- To ensure that the purpose of any educational visit is clearly understood and is the focal point for any arrangements made.
- To ensure that all visits have prior approval before going ahead.
- To not exclude any student with protected characteristics as defined by the Equality Act (2010).
- To ensure adequate provisions and arrangements have been included for all students with special needs during educational visits.
- To categorise each educational visit and to plan and organise accordingly.
- To co-ordinate all educational visits through our appointed Educational Visits Co-Ordinator (EVC).
- To ensure a suitable Trip Leader is appointed for each type of visit, irrespective of the nature and duration.
- To ensure that any selected Trip Leader has the relevant qualifications (where appropriate), skills, experience, and abilities suitable for the responsibilities placed upon them.
- To select only appropriate venues and locations that are well-known and/or have been adequately assessed beforehand.
- To select only competent persons for supervisory roles and to ensure they have been suitably vetted and cleared in line with the school's safeguarding procedures.
- To select only competent and assessed travel and/or tour operators for means of transportation to and from venues and locations.
- To arrange educational visits only where the risks have been assessed and reduced to as low as reasonably practicable beforehand.
- To always provide effective levels of supervision appropriate to the numbers and age group(s) of the students.
- To ensure that all parents are fully informed of any plan to organise an educational visit and that formal consent has been obtained beforehand.

- To assist, wherever possible, those parents who may have difficulties in meeting all the costs of any specific visit.
- To be inclusive all students wherever practicable, to be mindful of those whose personal circumstances represent a threat to the health and safety of themselves and others. It is the right of the school to review an individual's position on the visit if this is the case.
- To ensure that trips have compulsory trips/fieldwork as a statutory part of the course have staff cover costs supported by whole school.

4. The Arrangements

The following arrangements and activities are in place to meet the above policy requirements:

- A comprehensive risk assessment system and procedure to identify risks to the health and safety of all those who attend an educational visit and to determine the necessary precautions required to adequately control the risks.
- A set of procedures to be followed in the event of an emergency or any unpredicted event that may threaten the health and safety of anyone during the visit.
- A reporting procedure for any accidents or incidents that may occur on the educational visit and for observed conditions that may lead to such incidents.
- A system for providing feedback on the experiences of all educational visits that enables improvements and enhancements of future visits to be considered.
- First aid provision and trained first aiders appropriate to the assessed needs of any educational visit.
- Adequate insurance arrangements appropriate to the nature of the visit covering (where appropriate):
 - Luggage and equipment
 - Accident and medical cover
 - Cancellation
- Provision of relevant, more detailed and updated internal guidelines, checklists, and procedures to ensure a safe and successful visit.
- Checklist systems to ensure the following are accounted for:
 - Names of all students on the visit and accountability during the visit
 - Emergency contact details of parents
 - A list of provisions and equipment required for the visit, including specific medical and first aid provisions
 - Itineraries and schedules for all proposed travel and activities
 - Appropriate and adequate provision of information (Medical, SEND or behavioural) and instructions to all those who require them
 - Appropriate mobile communication methods, systems, and equipment
 - Additional specific requirements based on the nature and location of the visit
- The assessment and provision of a licensed transport provider and adequately maintained transport vehicles wherever and whenever required.

- The assessment of appropriate modes of travel and provisions for alternative arrangements in the event of an emergency

5. Responsibilities

Trip Leader

- Where so instructed and delegated by the responsible person named in this policy, to plan the proposed visit considering the health and safety risks that may arise before, during and after the visit.
- To appoint, where considered appropriate, any competent deputy or deputies in support of any visit.
- Ensure relevant information is obtained on any proposed visit, Inc. programme, ongoing profile of student needs, and the venue to enable an appropriate risk assessment to be carried out. (Staff cannot be responsible and not liable for a known historical medical condition if information is withheld from the trip leader prior to the visit.)
- To ensure that the needs of all those included on the visit are assessed and provided for.
- To ensure that the risk assessment(s) also determine the appropriate level of supervision, first aiders and any other specifically trained and/or experienced personnel.
- Ensuring that all equipment and materials required for the visit are adequate and arrangements are made to store them safely and correctly.
- To ensure parents are provided with all the necessary information about the educational visit, any equipment etc. they need to provide, and the standards of conduct expected of their child(ren).
- Where appropriate, invite parents/carers to any briefing sessions. This should take account of any difficulties that parents may have if they have disabilities, if English is their second language etc.
- To brief all group members, including students and parents, on the main elements of the visit, the standards expected and the roles and responsibilities of all prior to commencing the visit.
- To finalise all details and arrangements with the responsible person named in this policy.
- To explain school Code of Conduct and any other relevant rules related to that activity.
- To ensure that staff have capacity to always lead. To ensure that staff are in a position to lead, alcohol consumption, if considered appropriate by the trip leader, should be restricted to one glass of wine, or equivalent, with a meal.

Teaching staff involved with educational visits

- Support the Trip Leader in all requirements and follow instructions.
- Look out for the health and safety of themselves and those around them and for whom they also have appointed responsibility. Be aware of the risks and controls.
- Assist in general control and discipline requirements.
- Inform the Trip Leader of any concerns, observed or otherwise.
- Do not to force students to partake in any activities during the visit that they may not wish to do.

Parents/Carers

- Must provide emergency contact details prior to the educational visit.
- Sign and return a consent form.
- Provide any relevant information known to them regarding the (current) health of their child and if necessary, complete an Individual Healthcare Plan (IHP) and/or Administration of Medicine Form. (Staff cannot be responsible for any history that is not disclosed)
- To disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned. Update staff if medical conditions/needs change.

Students

- Must dress and behave sensibly and strive to meet the expectations placed upon them.
- Must follow the instructions given to them by any accompanying adults.
- Must not take any unnecessary risks or place their fellow students at unnecessary risk.
- Report to any supervising adult any concerns they may have during the visit and, in particular, if and when they are asked to partake in any activities.

Training

The following training will be undertaken by the organisation:

- All staff will be made fully aware of this policy and the requirements and arrangements laid down within it.
- All staff will be trained in understanding the health and safety requirements of educational visits, particularly in relation to those identified in the relevant risk assessments.
- Key staff, as identified by the responsible person named at the head of this policy document, will be trained in any specific role they are required to take in support of this policy.

6. Summary of educational visit categories

Category A: Regular visits to venues within the locality that are well-known and of low, assessed risk.

Category B: A visit to a venue that may require significant travel outside the locality and/or may be a rarely visited venue but is still assessed as low risk.

Category C: Any type of visit in the UK that requires residential accommodation for one or more nights, assessed as low risk or visits abroad that require residential accommodation for one or more nights, assessed as low risk or high-risk activities in the UK, (residential or not). High risk activities abroad, residential, or not.

Examples of high-risk activities:

- All action-adventure activities
- Field work

7. Accountability

The Educational Visit Co-ordinator (EVC)

The EVC ensures that educational visits follow National, Local Authority (LA) and School policies ensuring that all aspects of the 2010 guidelines (section 3.4j) are complied with and that the Trip Leader and accompanying adults are suitably competent to run the visit.

Trip and Activity Leaders

Those formally appointing a designated Trip or Activity Leader should take account of the following:

- Trip/Activity Leader should be formally approved for the event-specific activity
- Trip/Activity Leader **must** be formally assessed as being competent
- Ensure that those leading visits have appropriate understanding of employer guidance.

It is good practice for employers to provide formally accredited Trip Leader training. New staff will be required to attend Trip Leader training/arrange formal induction with the EVC before they can lead a visit.

- The officially approved and designated Trip/Activity Leader should be: Accountable (being accountable implies being an employee, or legally contracted - and thus part of a chain of specified roles and responsibilities).
- Competent/Confident (a leader who is not confident may not be effective). Competence requires that the leader can **demonstrate the ability to operate to current standards of recognised good practice** and the following indicators of competence should be in place:

Appropriate knowledge and understanding of:

- LA guidance reinforced by formal training
- School procedures reinforced by the Educational Visits Policy
- The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. first aid, adventure activities leadership/coaching award

Where a Trip Leader or Assistant Leader plans to provide their own **adventurous activities** to young people or vulnerable adults, it is recommended that competence is externally and credibly verified.

This can be achieved by:

- holding a current NGB leadership award (or equivalent)
- **or**, if working in an outdoor centre, through a “signing off” process by an Employer-approved technical adviser
- A Trip/Activity Leader **must** follow Employer guidance and school policy and procedures
- A Trip /Activity Leader **must** ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis
- A Trip/Activity Leader **must** ensure that the roles and responsibilities of other staff (and young people) are properly defined and communicated, ensuring effective supervision. To

access a full explanation of the expectations and responsibilities attached to the role of Trip or Activity Leader.

8. Common Law Duty of Care and Effective Supervision

To exercise the Higher Duty of Care, Common Law expectation is that Trip and Activity Leaders ensure that young people are supervised in accordance with the principles of “Effective Supervision”, requiring them to take account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age and gender (including developmental age) of the young people to be supervised
- The ability of the young people (including their behavioural, medical, emotional, and educational needs) NB Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.

Staff competence and experience requirements

This means that every group should be considered in relation to its individual, component parts and effective supervision of any given group must reflect the group chemistry. It is therefore of critical importance that when planning a repeat or on-going series of activities, the previous plan (no matter how well it worked) is reviewed to ensure it meets current group needs.

Use of third-party providers on trips (e.g. instructors, facilities hired, drivers)

When using a third-party provider, the trip leader is responsible for checking Risk Assessments, DBS/insurances (including Public Liability), Fire Procedures, Leadership Qualifications, and experience.

Providers that hold LOTC/AAL/Adventure Mark badges are pre-validated by Governing Bodies and therefore do not need checks done.

9. Trip Approval Criteria

A decision on whether a visit may go ahead will be made based on:

- Cost to school and parents – the school reserves the right to cancel visits in the event of inadequate funding being available
- Educational value
- Inclusivity of students
- Timing – avoiding calendar clashes or repeated absence
- Adequate leadership arrangements and suitability of qualifications
- Health and safety considerations because of a completed risk assessment
- Whether or not it includes all students (Health and safety relates inclusion)
- Financial security
- Evidence of appropriate planning

- Evidence that minimum disruption to the normal curriculum has been considered

There must be a briefing meeting for parents before **all** residential, overseas visits or visits involving adventure activities. Parents must be informed before the visit if any form of remote supervision is to take place.

Procedures

Before applying for approval for the visit, the following information (where possible) should be sought by the organiser:

- Full cost of the visit, including options where possible, for students and staff e.g. activity/entrance fees, transport
- Cost of teaching cover, resources needed, cost/payment of part-time staff (particularly if not in school on those days)
- An appropriate and detailed **plan** should be submitted for all large trips to include 'how' individuals who wish to participate can be supported through appropriate fundraising/sponsorship to enable them to participate. *Inclusiveness of all students is a key factor in these trips*
- Within the Plan an agreed payment schedule with a long lead in time is essential to spread the cost to students and parents
- Accommodation details where appropriate
- Insurance details where appropriate
- Experience/qualifications of staff/instructors involved
- First Aid provision

NB: An exploratory visit should/could be made, whenever possible, by any teacher who is to lead a group abroad or on a residential visit **or** who is to instruct or lead the group in an outdoor activity in a location that is not familiar to him/her. If, in the last resort, an exploratory visit is not feasible, the Group Leader will need to consider how to complete an adequate assessment of the risks.

Planning a Visit/Trip

To allow for sufficient time for a visit to be organised, the following should be submitted to the EVC at least **3 months in advance** (6 months in the case of residential or overseas visits). Approval for the visit will be based on the information given and should therefore be as detailed as possible and include:

- An Initial Proposal
- Appropriate Risk Assessments (attached after approval e.g. All Trips RA, Transport RA, Venue RA, Trip Specific RA and INDV RAs)
- Permission forms, medical forms and Provider Questionnaire where necessary
- Names submitted to office – permission to go, medical information, contact details & payments can all be collected on parent pay, recommended for day trips.

Careful thought should be given to the following points in particular:

- The leadership, staffing support and relevant qualifications held
- The arrangements for student Inclusion/welfare/pastoral care during the visit
- If applicable, how students will be selected for the visit. It is not acceptable to select based on 'first come, first served.' There should be an educational rationale for the selection of students, and this must be made clear on the Proposal Form and in letters to parents/carers. The pastoral lead for the year group must always be consulted about group profile and needs which may relate to reasonable visit adaption and inclusion.
- First Aid arrangements/ Health and Safety considerations
- Inclusion, we should always ensure we try our best to accommodate all students. Serious health and safety concerns could prevent some students from travelling, particularly if an individual's participation poses a greater risk to the others involved. Conduct in school could deem a student may pose a greater threat to health and safety if allowed to attend a trip. Group profile must be checked via trip leader and pastoral heads. Communications

Information should be given to students/parents only **AFTER** approval has been given. An initial letter to parents should:

- ensure that the specific wording is correct. All trip letters must be processed by school admin staff and be proof-read
- state the aim of the visit
- give times and details of venue and provider e.g. Travel Company
- provide a provisional itinerary, where appropriate
- state student/staff ratio and qualifications or experience of accompanying staff where appropriate
- give type of accommodation/transport where appropriate
- state types of any special clothing or equipment needed
- contain details of costs, whether the cost is compulsory or whether a voluntary contribution is being sought. It should also indicate that, in cases of financial hardship which makes it difficult for parents to afford the costs, a written application, in confidence for financial assistance, may be made to the senior member of staff responsible
- where appropriate, inform parents of the criteria to be used to select students as proposed above

For all visits over 24 hours, parents should be informed that, in instances of severely unacceptable behaviour, that the student concerned may be sent home and that the responsibility for accompaniment and any additional costs lies with the parents.

Future correspondence **must** include:

- a request for parental consent (for **all** off-site activities)
- a request for medical and contact details, Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.
- details of insurance.

- For overnight and all visits abroad correspondence must include: details of a briefing meeting for parents where the itinerary and standards of behaviour are explained

Before departure, the Base Manager, who has been appointed to act as the school contact between parents and the visiting group in the event of a query or an emergency, the EVC and all supervisors must be provided with all the necessary information about the visit, including emergency contact details for everyone in the group.

10. Health and Safety

At least **one** appropriate accompanying adult must be trained in First Aid and in the treatment of anaphylactic shock if appropriate. ***It is the Trip Leader's responsibility to check that all essential medications have been taken e.g. Epipens, asthma inhalers etc.*** It is the student's responsibility to bring labelled medication and present it to one of the adults supervising the visit e.g. travel sickness medication. If any medication is taken it should be recorded on the Administration of Medication Form (section 12). If an accompanying adult considers that medical treatment necessary, s/he may contact parents/carers for advice and consent in minor cases. If in doubt the student should be referred to a doctor.

Administration of Controlled Substances e.g. Ritalin

Trip leaders are responsible for keeping all controlled substances in a locked container and then within another locked/secure area e.g. cupboard or glove box. All medication administered on the visit should be recorded on the Administration of Medication Form and returned to the relevant Student Reception.

On residential visits, students and staff must be familiar with fire and emergency procedures.

During a visit the Trip Leader retains a 'Higher Duty of Care' for the group at all times. In delegating supervisory roles to other adults, it is good practice for the Trip Leader to:

- allocate supervisory responsibility to each adult for named young people
- arrange the party into smaller and more easily managed sub-groups
- ensure that each adult knows which sub group and which young people they are responsible for
- ensure that each young person knows which adult is responsible for them
- ensure that all adults understand that they are responsible to the Trip Leader for the supervision of the young people assigned to them
- ensure that all adults and young people are aware of the expected standards of behaviour
- ensure the visit is as safe as practicable
- curtail the visit **or** stop the activity if the risk to the health and safety of any participant reaches an unacceptable level
- ensure that participants are aware of the need to be involved in the process of ongoing risk assessment, including the reporting of hazards and potential risks

It is good practice for each Assistant Leader to:

- have a reasonable, prior knowledge of the young people, including any special educational needs, medical needs or disabilities
- carry a list/register of all group members
- directly supervise the young people (except during remote supervision). This is particularly important when they are mingling with the public and may not be easily identifiable
- regularly check that the entire group is present
- have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes
- have the means to contact the Trip Leader/other adult supervisors if needing help
- have prior knowledge of the venue from the Trip Leader
- recognise unforeseen hazards and respond accordingly
- monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- be competent in the techniques of group management
- ensure that young people abide by the agreed standards of behaviour clearly understand the emergency procedures and be able to carry them out; know how to access First Aid

Each young person should:

- know who his/her supervisor is at any given time and know how to contact him or her
- make sure that they have understood instructions
- make sure they are not isolated from the group
- know who their fellow sub group members are
- alert the supervisor if someone is missing or in difficulties
- make sure they are aware of any designated meeting place
- make sure they understand the action they should take if they become lost or separated

During a visit ALL participants will:

- ensure that they co-operate with the Trip Leader and follow the instructions given to them in order to maintain the lowest acceptable risks to the Health and Safety of all participants
- develop their knowledge and understanding related to responsible participation in risk reduction

After the visit the Trip Leader will:

- ensure that the visit is evaluated where requested and a report is made to the EVC within 14 days of return. It should focus on what has been achieved and the extent to which the intended educational benefits were achieved. The report will include the result of all investigations into particular incidents as necessary.
- ensure that pertinent information acquired from or about the visit or about the visit or activity is drawn to the attention of the EVC and shared with colleagues for consideration in the planning of future educational visits and activities
- When necessary, ensure an accident/incident form is completed and sent to the EVC **NB Students will not be granted time off school on the day after the visit in any circumstance**

11. Supervision

Staff/student ratios

Destination	Year Group	Minimum Adult: Student ratio
Abroad	7-11	1:11
	12-13	1:15
UK Residential	7-9	1:11
	10-11	1:15
	12-13	1:15
UK Non-Residential Requiring transport	7-11	1:15
	12-13	1:20
Thame, or within walking distance	7-9	1:15
	10-11	1:20
	12-13	N/A

Ratios may change according to the proposed activity, nature of group, environment, and distance from school during the course of the visit.

Apart from sports fixtures, there must always be a minimum of 2 staff per visit and, where possible, one member of each sex for visits involving boys and girls unless the EVC has agreed to an alternative arrangement.

Students must understand key safety information including expected standards of behaviour, what to do if they become separated or if there is an emergency. Where there is going to be remote supervision, e.g. free time, students must:

- be judged **competent** in remote supervision
- be in groups of no less than 4 who must remain together
- be given a specific return time and meeting point
- be told how and where a member of staff can be contacted at all times in case of emergency
- 'Report in' regularly for a head count if remote supervision is likely to be for a prolonged period

Before the visit, parents/carers must be informed of and have agreed to any form of remote supervision and be made aware of the above measures to monitor the students.

School Trips, Exchanges and Overnight Stays (Information regarding Trans students)

Learning about different cultures and taking part in activities, may lead to overnight stays, both at home and abroad. Issues may arise for transgender students but this must not mean that they cannot be included on the trip. Consideration should be given well in advance to any additional needs which may include having a parent/carer (as a member of staff) accompany the trip to ensure that the student is fully included.

The sleeping arrangements will need to be thought about before a trip is undertaken; it is possible that the student would prefer to have a separate room etc. Each individual case and trip need to be

thought of separately and in-depth discussions should happen well in advance with any and all appropriate bodies.

The school should consider, just as anyone can be searched, transgender students may be searched at borders or other places. Different countries will have policies and procedures that they will follow. Contracting the relevant border control or agency in advance will ensure that any policy or risk assessment completed by the school is accurate for that visit or trip.

There are countries that are not as legally and culturally open as the UK. In fact, some have laws that make it illegal to be part of the transgender community, therefore if planning an overseas visit, you should consider and investigate the laws regarding transgender communities in the country you are visiting. The International Lesbian and Gay Association (LGA) have more information on their website about countries that pose a risk to transgender individuals.

In relation to passports the passport office has a confidential service for people that are transgender (0800 448 8484) and more advice can be found here:
<http://www.ukdps.co.uk/AdviceForTranssexuals.html>

Recommendations

- A risk assessment for the school or college visit/trip should be conducted to include transgender students
- Any risks identified from the assessment should be managed so that any reasonable adjustments can be considered to facilitate the participation of the transgender student.

Exchanges and Home Stays

- Exchanges have been extremely well organised and a valued learning opportunity for many years at Lady Hawkins'. Currently there is no requirement for DBS checks to be done on adults outside of the UK.
When Trip Leaders are working on exchange accommodation, details should work actively with the host school to ensure children are placed in an appropriate and safe host family.
- Useful measures: Host families screened using Pastoral staff expertise, ensure Plan B for all students if there is an emergency (telephone number or safe word) refer to RBr for advice.

12. Extra-Curricular Clubs

Where extra-curricular activities regularly take place off-site, e.g. sports fixtures, the organising staff at the start of each school year should obtain from parents of those students likely to be selected for teams:

- Consent to participate
- Appropriate medical information
- Emergency contact details

Details of other students selected during the year may be collected as necessary. Prior to departure for the fixture, the Faculty should ensure the office staff on the relevant site have details of the students involved, in case they need to contact parents.

A single member of staff may supervise a sports team. Adults other than teachers (AOTTs) may act as additional supervisors. However, a DBS check must be completed if staff anticipate that supervisors will be left alone with students or will be supporting events on a regular basis. If the AOTT is a volunteer, the faculty must ensure a Volunteer Risk Assessment Form is completed and submitted to the admin team at least 2 weeks prior to the event. The admin team will decide whether a full DBS is required. For all volunteers a List 99 check is mandatory.

The Trip Leader for each fixture visit should take:

- a mobile phone
- have access to medical information
- access to emergency contact details for each student
- a First Aid Kit, ensuring that an approved adult is available to administer First Aid

13. Transport

The Trip Leader is responsible for ensuring that transport is hired from a reputable company; that there is adequate supervision; that seat belts are worn and that staff and students are aware of what to do in an emergency, e.g. evacuation routes, assembly points.

All drivers of school mini-buses, including parent volunteers, must have a LA permit, which expires after 5 years. All drivers must be over 21. Drivers, aged 21-24, may require additional insurance. All persons in the mini-bus must wear a seatbelt. Drivers must check the bus before departure and they must ensure that their total working day, including driving time, does not exceed 10 hours. Drivers must not drive for more than 1 hour 40 minutes in any period of 2 hours.

Teachers, and others who drive students in their own cars, must have the appropriate licence and insurance cover for carrying students and must therefore contact their insurance companies to make suitable arrangements.

Volunteer drivers, e.g. parents, not employed by the school, must complete Form VDD to be passed to the EVC for approval. For regular volunteers, this must be done annually to check for endorsements. Supervising adults should not be put in a position where they are alone with a student. Any volunteer driver, who might be left with a student at any time, must have also had a DBS check completed (Form RA3). Volunteer Risk Assessments must be completed for all volunteers and must be sent to, and approved by, the admin team.

Parents' permission must be sought for their children to be carried in other parents' cars.

The Trip Leader should arrange a central dropping off point for all students rather than individual drops home.

Staff on residential trips should liaise with the Site Team if parking their vehicle on the school site for the duration of the visit.

14. Checklist for taking a school trip

Allow plenty of time for planning. Allow at least three months for most day visits (six months if children with physical disabilities are involved and a minimum of six months for residential visits). Same day visits e.g. to the theatre, may need less time than this.

- Discuss the idea for the visit with your Head of Faculty/Department.
- Contact Learning Support regarding potential issues for SEN students
- Make initial enquires with the company/venue re:

A **provisional booking** at this stage may be advisable

- Complete and submit to Head of Faculty and headteacher copies of Trip Proposal form
- Risk Assessments completed (e.g. All trips RA, Transport RA, Venue RA, Trip Specific RA, INDV RAs)
- a draft letter to parents/carers (see Visits Policy for exemplar)
- Fill in evolve form
- If approved, inform students and parents/carers of the visit, asking for reply slips from those interested. Please then send list of students on trip to Finance so they can be added to parent pay (NB List of students on trip must be checked with pastoral lead beforehand)
- Arrange which students are going (see above) and send out letters confirming places, asking for deposits/payment in full where applicable, asking for permission/ medical forms to be completed. The Trip Leader should retain these. For visits abroad this is also a good time to ask for details necessary for a Collective Passport and to remind parents to acquire EHIC card.
NB: It is suggested that you also keep a copy of the passport details and cross check names with any tickets.
- Confirm any booking(s) in writing with a receipt for any payment in advance. Payments are to be arranged through the Finance Officer. Arrange with the Finance Officer **at least** 7 days in advance if you require a float provided to your bank account to make necessary payments, e.g. entrance fees or contingency fund.
- Arrange a briefing for parents/carers if required.
- Request balance of payment if applicable. (Check regularly the payments are being made)
- Ensure **all** staff involved have submitted cover requests to the Cover Manager.
- Arrange necessary First Aid provision and any necessary medication, e.g. EpiPen, extra inhalers, controlled medication with administration form.
- Ensure that students and parents are fully aware of the itinerary, equipment required and expected standards of behaviour if this has not already happened at the briefing meeting, (keep monitoring children's pastoral profile with pastoral lead as things can change)

- Use of meeting points:
 - Out-of-bound areas
 - What to do in an emergency
 - Dress code
 - Responsibility for own property
 - Water/sunscreen/hat for outdoor summer activities
- Parents/Carers should also be provided with the addresses and contact numbers of the accommodation, group mobile phone number, the Base Manager and the Travel Company if applicable. If the visit involves a large number of students, you may wish to create a 'telephone tree' to be used to pass non-emergency information to parents/carers quickly e.g. a significant delay anticipated returning. Please ensure that parents/carers provide a number, which they agree to have made public.
- Arrange for a list of participants names are sent to staff in good time in order that teaching staff are aware of the reason for student absence.
- For visits abroad, make a photocopy of each student's passport and EHIC before departure.
- For all visits involving an element of remote supervision, students should carry emergency contact names and numbers, e.g. Trip Leader and School mobile number. A laminated card is a good idea for this purpose.
- Prior to departure provide the Base Manager, EVC, office staff and all supervising staff with a list of all participants, addresses and telephone numbers of contact persons, a copy of the risk assessments and an itinerary.

After the Visit

- Where necessary, an Accident/Incident Form should be completed and a copy sent to the EVC
- When requested an evaluation of each visit should be carried out and sent to the EVC within 14 days of return. A full and thorough evaluation of all trips should include: planning, finance (value for money), travel, accommodation, food, risk assessments and health and safety, student behaviour, student learning, recommendations for future trips and follow up evaluation e.g. presentation to Governors, assembly feedback, article/photos on social media (Trip Evaluation Form is in the Appendices).
- A detailed evaluation of 'annual' trips will only need to occur every 2 years e.g. St Davids
- Ensure that students and staff depart from late trips quietly without causing inconvenience to school neighbours. **Please ensure that students attend school the next morning!**

15. Monitoring visits

The EVC is responsible for ensuring that all visits comply with the LA/Lady Hawkins'

Visits will be subject to monitoring through the process from the application for a visit through to the final delivery. New trip Leaders may be required to meet the EVC to discuss the visit, risk

management and arrangements

Each year the EVC will observe a sample of visits and monitor in accordance with LA guidelines, requiring that the Trip Leader can demonstrate the ability to operate to current standards of recognised good practice and the following indicators of competence should be in place:

Appropriate knowledge and understanding of:

1. employer guidance, reinforced by employer-approved training i.e. EVC training
2. establishment procedure (reinforced by a formal induction)
3. The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. First Aid

16. Budgets

Management of the Trips Budget is extremely important. We aim to ensure that trips are financially sustainable.

It is the trip leader's responsibility to check payment schedules are kept up to date, please contact Finance regularly.

Funding

The school has a strong commitment to the added value of learning outside the classroom, some of which takes place beyond the statutory school day and beyond the school premises.

Each year the school will arrange a number of educational visits and activities that take place off the school site and/or out of school hours, which support the aims of the school.

To support this, the school may be able to offer a limited amount of financial support for students to assist them in taking part in extra-curricular visits, which are an important part of the educational programme.

As the size of the school's support fund is limited, there are certain criteria that are applied in deciding whether support can be given. Consideration will be given to students whose parents/carers are:

- Eligible for Free School Meals
- In receipt of Employment Support Allowance
- In receipt of Disability Living Allowance
- Experiencing temporary situations which are causing difficulty, for example caused by recent job loss, bereavement or other serious unforeseen circumstances.

Application forms are available on the school website and decisions will be made on a case by case basis by the Headteacher in conjunction with the trip leader.

Please note that Priority will be given to parents / carers who have not already received support.

17. Critical incidents

Definition of a Critical Incident

When a group undertaking an off-site activity and any member of the group has been involved in an incident where a group member has:

- either suffered a life-threatening injury or fatality
- is at serious risk;
- or has gone missing for a significant and unacceptable period. In such a case, the incident should be treated as a “critical incident” and this guidance and procedures should be implemented.

Principles and Priorities

- to meet the needs of the group in crisis
- to meet and support the needs of the establishment, its community, parents/carers, relatives and friends
- to respond to the needs of other agencies
- to respond to media demands

Alerting and Activating the Plan

The plan should be sufficiently flexible to enable alerting the system for incidents occurring during normal school hours and those incidents that take place outside of normal school hours on a 24/7 basis. This will usually be by allocating a landline telephone number that is certain to be staffed during normal office hours (Usually Reception), and an alternative mobile phone number that is staffed on a 24/7 basis outside normal office hours (Base Manager). The numbers should be available to all those that may be required to use them, including:

- designated members of the Senior Leadership Team
- employer’s Lead Manager for Critical Incident Management (if required)
- members of the Critical Incident Management Team and Travelling Team
- EVC
- Trip Leader
- Assistant Leaders who may take sole charge of a sub-group

Trip Leaders, and those in sole charge of a sub-group, should be advised to carry these numbers at all times during off-site activities, along with an Emergency Plan crib-card (preferably laminated to ensure that it can be used in difficult environmental conditions). However, in all but the most serious of circumstances, they should only use them after consultation with the establishments nominated Emergency Contact(s). Under normal circumstances, it should be the establishment’s Emergency Contact that alerts the employer to initiate the Plan.

For the planned telephone communications to remain effective, it is strongly recommended that under no circumstances should Trip Leaders, EVCs, Establishment Emergency Contacts, Heads or Managers, make these telephone numbers available to parents – who might otherwise over-burden and compromise the system.

18. Emergency procedure protocols

The immediate course of action should be to:

- assess the situation, establishing the nature and extent of the emergency but ensuring that the Trip Leader does not put his/herself at further risk
- make sure all other members of the party are:
 - accounted for and safe
 - briefed to ensure that they understand what to do to remain safe
- follow the emergency procedures appropriate to the activity
- if there are injuries, take action to establish their extent and administer appropriate First Aid

It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Trip Leaders make the telephone numbers that *activate the Critical Incident Management Plan communication available to parents*. Direct contact with a parent/carer of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment's home base by senior staff.

When summoning help:

1. Contact the appropriate emergency service(s) providing:

- name of group and Trip Leader
- location
- nature of emergency and number of injured persons
- action so far then follow the advice given by the emergency services

2. Contact and advise the establishment Emergency Contact of the incident and action taken

3. Contact and advise any local base being used by the group

The Trip Leader at the location of the incident (in conjunction with the local base support) should:

- ensure that an appropriate adult attends the receiving hospital, taking the parental consent forms and appropriate medical information for the injured persons
- ensure that the remainder of the party:
 - are adequately supervised throughout
 - are returned as early as possible to base
 - receive appropriate support and reassurance
- ensure that an adult continues to liaise with the emergency services until the incident is over

Essentials:

- Monitor – record all events, times and details – establish witness contact details
- Treat for shock – reassure and keep warm
- Remember the rest of the group – safety, comfort, shock
- Avoid splitting the group – unless it is the only way to get help – leave nobody on their own
- Control indiscriminate use of mobile phones/email/Social Networking by the rest of the group
- Ensure that a leader accompanies any casualties to hospital
- Continue to monitor the situation and respond accordingly

Recording an incident

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following

- Time, date and nature of the incident
- Accurate incident location
- Names of casualties
- Details of injuries
- Names of others involved but not injured
- Locations of all involved when moved from the site
- Names and contact details of witnesses
- Action taken
- Action still to be taken
- An agreed plan for further action

Establishment Emergency Contact Protocols

The designated establishment Emergency Contact should initiate the planned cascade of information and action as set out in the Establishment's own Critical Incident/Emergency Plan.

They should ensure that they:

1. Make every effort to seek alternative and additional telephone lines
2. Restrict access to telephones, **including mobile phones**, and to other outside contacts,

including the media and press

3. Contact the employer's designated Lead Manager contact point, giving details as above and

also the current emergency contact telephone number at the location 4. Ensure that an appropriate adult is accessible by telephone

19. Visit request forms



Lady Hawkins' School

Outline Proposal (Form 1)

Pass to:

Visit Details				
Emergency Contact (member of SLT who shall hold the emergency contact details and venue details)			Emergency Contact Telephone Number	
Date(s) of Visit	Time of departure (outward journey)	Time of arrival	Time of departure (return journey)	Time of arrival
Venue/destination to include address and postcode, telephone number and email				
Educational Purpose of the visit (inc. curriculum/ specification link)				
Resources required				
Breakdown of estimated costs including venue costs, accommodation, transport, equipment, entry fees, food				Proposed price for pupils
Proposed transport arrangements to include name and contact details of companies used				
Nature of Visit				
Is it just a day trip? (N.B. 3 months notice required)	Is it a residential visit or visit abroad (but no adventure activities)? (N.B. 6 months notice required)	Does the visit involve adventure activities and/or demanding environments? (N.B. 6 months notice required) is provision external?	Is it a Duke of Edinburgh trip? (N.B. 6 months notice required)	Is it an overseas expedition involving trekking or other adventure activity? (N.B. 12 months notice required)
Composition of the Group				
Name of group leader			Group leader's contact number during visit	
Proposed names of other supervising adults. (***For local visits to normal countryside the adult/pupil ratio needs to be at least 1:15-20. For residential visits and visits abroad the ratio needs to be at least 1:10-15 with two staff minimum for foreign travel. For swimming in public pools with a lifeguard the ratio needs to be 1:15-20. SEN and medical needs also need to be taken into account)				
			Continue on a separate sheet if necessary	
Number and gender of pupils	Age range of pupils	Adult/Pupil ratio***	Number of qualified teachers	
ALN or medical needs of pupils and adults (e.g. 2 pupils with epilepsy, 1 pupil with ADHD and 1 adult with diabetes)				



Lady Hawkins' School

Final Proposal (Form 2)

Pass to: Educational Visits Co-ordinator

Please begin by checking that all the information provided in the Outline Proposal (Form 1) is accurate (amend if necessary to give finalised information)				
Finance				
Give a final breakdown of costs including:-				
<ul style="list-style-type: none"> venue costs accommodation transport equipment entry fees food passports other costs 				
Costs for pupils	Total charge for pupils			
	Amount paid in first instalment (where applicable)		Deadline for payment	
	Amount paid in second instalment (where applicable)		Deadline for payment	
	Amount paid in third instalment (where applicable)		Deadline for payment	
N.B. After the visit has been approved, the Head/EVC (and LA if applicable) must be informed if there are any subsequent changes in planning, organisation and staffing				

Additional Information		
Have you undertaken an exploratory visit where possible?	Yes	No
Please circle your answer		
Have you attached all relevant risk assessments with this form?	Yes	No
Please circle your answer		
Have you attached the list of all people going on the visit?	Yes	No
Please circle your answer		
Have you attached the proposed programme of activities?	Yes	No
Please circle your answer		
Have you attached details of your contingency plan should you have to abandon your original programme?	Yes	No
Please circle your answer		
Have you attached a copy of your letter to parents? Parent/carer consent for all young people taking part in the visit must be obtained prior to the visit, with copies to be kept at school and taken on the visit by the visit leader:	Yes	No
Please circle your answer		

Details of accompanying adults (continue on separate sheet if necessary)				
Name	Male/Female (M/F)	Employee or volunteer	Responsibility during visit	Relevant qualifications / experience

Have any of the participants any additional educational or medical needs: Yes/No If yes, what arrangements are in place to support them? (continue on separate sheet if necessary)			
Name of young person	Additional learning needs	Support arranged	Person responsible for this young person (if required)

Independent Providers			
Name of company / organisation		Telephone number	
Address (including postcode)			
Website		Email	
If using a specialist activity provider e.g. outdoor activities (residential or non-residential), farm visit or similar ask provider to complete the independent providers' questionnaire (model form EV5). This should be completed by the provider before you book. Attach a copy of the completed questionnaire to this form.			
Insurance arrangements:			
Address			
Policy and policy number		Expiry date	

Accommodation			
Name		Address	
Telephone number			
Name of Head of Centre/proprietor/contact			
Emergency contact details if different from above			

Visits Abroad		
Have you checked current requirements with regard to individual and/or group passports?	Yes	No
Please circle your answer		
Have you checked the validity of individual passports? (NB. Some countries have an immigration requirement for a passport to remain valid for a minimum period (usually at least six months) beyond the date of entry to the country. Therefore, leaders will need to ensure that passports are in good condition and valid for at least 6 months at the date of return.	Yes	No
Please circle your answer		
Are you aware that if you are travelling using a collective passport you would need to obtain a temporary travel permit from the local British Embassy/Consulate for any young person who needs to return home early from a visit?	Yes	No
Please circle your answer		
Do you have an emergency plan for the visit in case a member of staff becomes incapacitated or has to leave the visit? (N.B. If the country visited requires a visa, you need to ensure there a back up member of staff ready to travel and in possession of a visa)	Yes	No
Please circle your answer		
Have you attached a copy of your letter to parents?	Yes	No
Please circle your answer		

Additional supporting documents required for expeditions			
Visits where establishment staff will be leading or overseeing a journey/expedition (including D of E Award expeditions) in demanding environments as detailed in Table Pli (see Educational Visits All Wales Guidance document).	Routes marked on a 1: 25,000 or 1: 50,000 OS map or similar (photocopies acceptable) or an electronic route map	Have you attached a copy of the routes?	
		Yes	No
	PLUS For D of E expeditions: for expeditions in areas of Wild Country in the UK; a copy of the green Wild Country Expedition notification form	Have you attached a copy of the green form?	
		Yes	No
	for ventures abroad; a blue form, available from the Duke of Edinburgh's Award Brecon office	Have you attached a copy of this form?	
		Yes	No

EVC/Head approval (visits must not proceed until approval has been given)
<p>I have studied this application and am satisfied with all aspects including the planning, organisation, staffing, insurance cover and emergency arrangements for this visit. Approval is given. Let me know if any changes are proposed to these arrangements prior to the visit. Please ensure that I have all relevant information including a final list of group members, risk assessments, contingency plan(s), copies of all parental consent forms and a detailed itinerary.</p> <p>Your evaluation of the visit including details of any incidents should be with me as soon as possible but no later than 14 days after the party returns.</p> <p>Signed: _____ (EVC/Head) Date _____</p> <p>EVC/Head full name: _____</p>

Evaluation Form (To be completed by visit leader after the visit)	
Were there any accidents or incidents on this visit?	If the answer is 'Yes' then you must complete an accident/incident report form.
<div> <div>Yes</div> <div>No</div> </div>	
<small>Please circle your answer</small>	
Did the visit meet the intended educational aims?	
Aspects of the visit that were particularly successful (continue on separate sheet if necessary)	
Aspects that you would change for future visits (continue on separate sheet if necessary)	