



TOWER COLLEGE

**EDUCATIONAL
VISITS POLICY**

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INTRODUCTION

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Employers Liability (Compulsory Insurance) Act 1969
- Health and Safety at Work Act 1974
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- Adventure Activities Licensing Regulations 1996
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- School Premises (England) Regulations 2012

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that educational visits:

- ‘offer an invaluable opportunity to enrich young peoples’ learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.’ (Welsh Assembly Government 2008);
- are a major contributor to good health and mental wellbeing for children;
- build resilience, self-confidence and a sense of belonging;
- build trust through team-work and instill skills such as collaboration and communication which can support attentiveness, concentration and classroom performance;
- through carefully constructed and facilitated outdoor learning, can bring lasting benefits to children and young people.

An educational visit could be a short term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

We believe that outdoor activities and residential visits:

- benefit all pupils, especially vulnerable and disadvantaged pupils;
- for Y6/Y7 pupils focus on the skills needed for life in secondary school;
- promote self-determination, high levels of autonomy, independence and motivation;
- make pupils feel proud and content of their accomplishments, build confidence and competence and make pupils feel valued as a member of a group.

We will ensure that we comply with all current national and local documentation before any educational visit is authorised.

When planning an educational visit we will ensure that any third party provider, such as a third party person/organisation contracted to organise/deliver all or part of the visit or just supervise pupils, meets our needs, expectations and has appropriate accreditation.

Before a visit to an unfamiliar facility or venue the visit leader will undertake a preliminary visit to ensure the suitability of the venue/facility where reasonably possible.

All school personnel attending an educational visit are trained in safeguarding procedures in order to ensure pupils' safety and to cover all eventualities such as high-profile terrorist threats when visiting such places as London.

We believe that we are an educationally inclusive school, so therefore we will ensure all children are included on educational visits including those with special educational needs, disabilities or other special conditions or social circumstances. Additional adult support will be provided.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that relates to this policy.

1. AIMS

Tower College 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 pupils of all ages.

They serve to:

- Bring breadth to the learning experience and enhance curricular opportunities for pupils
- Stimulate enquiry
- Encourage tolerance and quality in relationships between all involved
- Extend, enlighten and enrich the curriculum and the pupil's learning experience

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

Tower College is committed to providing all pupils as far as possible, including those with special needs, with at least one residential experience.

Tower College has a longstanding reputation for the extra-curricular and residential opportunities offered and all pupils are encouraged to take advantage of these enriching experiences. All members of the school community (pupils, 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. Pupils will not be barred on financial grounds from any trips/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 pupils). 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 pupils visiting venues and gaining first-hand experience and/or partaking in activities is absolutely invaluable in their educational and personal development.

We also recognise that the selection of appropriate venues that can enhance the experience and enjoyment without compromising the health and safety of those who are involved, are crucial to the success of the visit. Equally crucial in the success of educational visits is the need to involve parents and to gain from their support and enthusiasm.

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 take into account 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. Curriculum Links

For each subject in the curriculum there are opportunities for off-site visits. Some examples of the types of visits carried out at our School are: -

- English – theatre visits and revision sessions at local universities;
- Science – visits to Life Centres, ponds, field studies;
- Mathematics – local industries, local schools;
- History – field trips, museum tours; National Trust venues
- Geography – use of the locality for fieldwork;
- Art and Design – art gallery visits, use of the locality for drawing, etc.;
- PE - a range of sporting fixtures, extra-curricular activities; DofE Expeditions
- Music - local schools' orchestra, concerts, recording studios;
- Design and Technology - visits to local factories or design centres, museums;
- Modern Foreign Languages - visits abroad, local languages events;
- ICT/Business Studies - its use in local shops/libraries/secondary schools etc.,
- Business Plans in action
- RE - visits to local places of worship;
- DofE - camping visits and expeditions.

3. Responsible Person

Ms Gregory (Educational Visits Co-ordinator)

1. 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.

2. 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.
3. 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.
4. 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.
5. The above person can delegate specific tasks to other staff members and is responsible for ensuring that such delegation is appropriate and clearly understood.

PRACTICALITIES

2. 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 pupil with protected characteristics as defined by the Equality Act (2010).
- To ensure adequate provisions and arrangements have been included for all pupils with special needs during educational visits.
- To categorise each educational visit and to plan and organise accordingly. (Note: visit categories are summarised at the end of this policy document.).
- 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 provide effective levels of supervision appropriate to the numbers and age group(s) of the pupils.
- 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 exclude those whose behaviour represents a threat to the health and safety of themselves and those around them.

2.1 The Arrangements

The following arrangements and activities are in place in order 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 (see end of this document).
- 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 (forms in office).
- 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 (all trips must have first aid cover).
- 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 (in this policy).
- Checklist systems to ensure the following are accounted for:
 - Names of all pupils 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 and instruction 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

2.2 Responsibilities of the Trip Leader.

1. Where so instructed and delegated by the named responsible person, to plan the proposed visit with due regard to the health and safety risks that may arise before, during and after the visit.
2. To appoint, where considered appropriate, any competent deputy or deputies in support of any visit.
3. To ensure that as much relevant information is obtained on any proposed visit, venue and location to enable an appropriate risk assessment to be carried out. This may include an exploratory visit beforehand. Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.
4. To ensure that the needs of all those included on the visit are assessed and provided for.
5. 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.
6. Ensuring that all equipment and materials required for the visit are adequate and arrangements are made to store them safely and correctly.
7. 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).

8. 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.
9. To brief all group members, including pupils and parents, on the main elements of the visit, the standards expected and the roles and responsibilities of all prior to commencing the visit.
10. To finalise all details and arrangements with the responsible person named in this policy.
11. To explore school Code of Conduct and any other relevant rules related to that activity.
12. Be aware of Child Protection issues.

2.3 Teaching Staff involved with Educational Visits.

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

2.4 Parents/Carers

1. Must provide emergency contact details prior to the educational visit.
2. Sign and return a consent form.
3. Provide any relevant information known to them regarding the (current) health of their child
4. To disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned.

2.5 Pupils

1. Must dress and behave sensibly and strive to meet the expectations placed upon them.
2. Must follow the instructions given to them by any accompanying adults.
3. Must not take any unnecessary risks or place their fellow pupils at unnecessary risk.
4. 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.

2.5 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 principal of this policy document, will be trained in any specific role they are required to take in support of this policy.

3. SUMMARY OF EDUCATIONAL VISITS CATEGORY

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

3.1 Four Tier Hierarchy of Trips

1. Those trips/expeditions which are a compulsory requirement of the syllabus and which it is essential that pupils undertake. These should take place at the time best suited to the delivery of the syllabus and exam requirements.
2. Those trips/expeditions which are broadly enhancing the syllabus and which it is very desirable pupils undertake. These should be timed to minimise disruption to the overall timetable.
3. Those trips/expeditions which are broadly educational and are a desirable but an optional addition to a pupil's learning. These should take place in holiday time where possible.
4. Those trips which are essentially recreational and are in addition to a pupil's learning. These trips will take place where possible in the holidays.

4. ACCOUNTABILITY

The Educational Visit Co-ordinator (EVC)

The EVC ensures that educational visits follow National and School policies ensuring that all aspects of the 2010 guidelines (section 3.4) 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

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:

- National 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.

Common Law Duty of Care and Effective Supervision

When one person takes on responsibility for another, they take on a legal “Duty of Care” to ensure that those being looked after are kept safe from harm. Where a non-specialist or non-professional adult takes on responsibility for young people, the legal expectation of the standard of care is described as that of a “reasonably prudent parent”. However, when the adult taking on the duty of care has specialist knowledge and/or is working in a professional or employment context, then the law expects a higher standard of care, usually described as the over-arching “Higher Duty of Care”. 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 has to 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.

5. TRIP APPROVAL CRITERIA

A decision on whether or not a visit may go ahead will be made on the basis of:

- Cost to school and parents – the school reserves the right to cancel visits in the event of inadequate funding being available
- Educational value
- Inclusiveness of all pupils
- Timing
- Adequate leadership arrangements and suitability of qualifications
- Health and safety considerations as a result of a completed risk assessments
- 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 pupils 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 Action Plan should be submitted for all large trips - within the Action Plan an agreed payment schedule with a long lead in time is essential to spread the cost to pupils and parents - Accommodation details where appropriate
- Insurance details where appropriate
- Experience/qualifications of staff/instructors involved
- First Aid provision

NB an exploratory visit should 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

In order to allow for sufficient time for a visit to be organised, the following should be submitted to the EVC at least 2 months in advance (9 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:

1. An Initial Proposal – Email EVC

2. A Budget Calculation – emailed to EVC for SMT consideration
3. Appropriate Risk Assessments (attached after approval/ Specific RA must be done as well as Generic)
4. F1, F2, Provider Questionnaire, Medical and Allergen forms, Behaviour contracts
5. **Careful thought should be given to the following points in particular:**

The leadership, staffing support and relevant qualifications held

- The arrangements for pupil welfare/pastoral care during the visit
- If applicable, how pupils will be selected for the visit. It is not acceptable to select on the basis of 'first come, first served.' There should be an educational rationale for the selection of pupils and this must be made clear on the Proposal Form and in letters to parents/carers. All final decisions will be agreed by SMT
- First Aid arrangements
- Health and Safety considerations

Communications

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

- All trip letters are processed by the EVC proof- read by the Deputy Principal or SMT
- 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 pupil/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. It should also indicate that, in cases where school fees are in arrears, pupils will not be allowed to attend the trip.
- where appropriate, inform parents of the criteria to be used to select pupils as proposed above

For all visits over 24 hours, parents should be informed that, in instances of severely unacceptable behaviour, that the pupil 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 and the necessary contact details.

6. 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 pupil'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 pupil 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 Pupil Reception.

On residential visits, pupils 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 subgroup 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 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 Pupils will not be granted time off school on the day after the visit in any circumstance

Supervision

While it isn't possible to set down definitive ratios for a particular age group or activity, the OEAP gives the following starting points for consideration:

- Years 1 to 3: 1:6 (under 5s reception classes should have a higher ratio)
- Years 4 to 6: 1:10-1:15
- Years 7 upwards: 1:15-1:20

Ratios may change according to the proposed activity and environment and during the course of the visit. It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- sex, age and ability of group;
- pupils with special educational or 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;
- requirements of the organisation/location to be visited;

- competence and behaviour of pupils;
- first aid cover (possible attendance to hospital for high risk sporting activities).

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.

Pupils 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, pupils 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 pupils.

Headcounts - Whatever the length and nature of the visit regular head counting of pupils should take place, particularly before leaving an area or the venue.

7. 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 pupils likely to be selected for teams:

- Consent to participate
- Appropriate medical information
- Emergency contact details (from LWS/ OA3)

Details of other pupils selected during the year may be collected as necessary. Prior to departure for the fixture, the department should ensure the office staff on site have details of the pupils involved, in case they need to make contact with parents. Arrangements for catering should also be made in advance of the fixture.

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 pupils (Form RA3) or will be supporting events on a regular basis. If the AOTT is a volunteer, the Department must ensure a Volunteer Risk Assessment Form is completed and submitted to the Business Manager/Registrar at least 2 weeks prior to the event. The Business Manager/Registrar will decide whether or not a full DBS is required. For all volunteers a List 99 check is mandatory.

The Trip Leader for each fixture visit should take:

- a school mobile phone
- medical information, copies of Consent Forms and emergency contact details for each pupil
- a First Aid Kit, ensuring that an approved adult is available to administer First Aid

All trips away from the School for sports fixtures, regardless of the sport and distance, must have Risk Assessments in place for away games. It is the responsibility of the Trip Leader of the sport to create the Assessment. These Assessments must be signed by all members of staff involved in the sport then

and passed to the Educational Visits Co-ordinator (EVC). Form teachers and the main office must be notified of the pupils who will be missing lessons so that it is clear when a member of staff takes the register which pupils are legitimately away on sports fixtures.

A list of pupils taken off-site must be left with the EVC and main office on the day to ensure that each child can be accounted for. Staff failing to inform the EVC and/or the main office of who is off-site could result in the trip being called back and cancelled. Staff must also ensure that they inform the main office of their return back on to site and that all pupils are present.

8. 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 pupils 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 have been MiDAS trained. All persons in the mini-bus must wear a seatbelt. Drivers must safety 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.

Staff who drive pupils in their own cars, must have the appropriate licence and insurance cover for carrying pupils and must therefore contact their insurance companies to make suitable arrangements. Staff must submit their Full UK Driving Licence, their insurance and MOT documents to the EVC, who will keep records of these documents. Staff on residential trips should liaise with the Site Team if leaving their vehicle on the school site.

9. CHECKLIST FOR TAKING A SCHOOL TRIP

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

1. Discuss the idea for the visit with your EVC. Contact the SENCO regarding potential issues for SEN pupils
2. Make initial enquires with the company/venue re:

Day	Residential
<ul style="list-style-type: none"> • Details of venue • Nature of activity on offer • If Outdoor Activity / Education Centre, has it been checked for suitability? • Available dates, including alternatives, • Insurance • Are staff qualified to lead activities? • Costs, e.g. entrance fees, transport, activities, meals, hiring equipment • Cover requirements and costs • Suitability for those with physical disabilities e.g. lifts, toilets • First Aid provision. Are suitably qualified staff available to meet the needs of pupils? pupils e.g. diabetic pupils? 	<ul style="list-style-type: none"> • Accommodation details • Nature of activity on offer • If Outdoor Activity/Education Centre, has it been checked for suitability? • If accommodation other than above, e.g. hotel abroad, have premises been vetted, • Available dates, including alternatives • Insurance • Are staff qualified to lead activities? • Costs, e.g. entrance fees, transport, activities, meals, hiring equipment • Cover requirements and cost • Suitability for those with physical disabilities • First Aid provision. Are suitably qualified staff available to meet the needs of pupils e.g. diabetic pupils?

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

3. Complete and submit to EVC copies of:

- Trip Proposal form (F1)
- a Budget Form (F2)
- Risk Assessments OA forms and TVP (if applicable)
- a draft letter to parents/carers

4. If approved, the EVC will send out letters to pupils and parents/carers of the visit, asking for online responses from those interested including the deposits (the office will invoice for these).

5. For visits abroad this is also a good time to ask for details necessary for a Collective Passport and to remind parents to acquire NHS card. NB It is suggested that you also keep a copy of the passport details and cross check names with any tickets.

6. Confirm in writing with a receipt for any payments in advance. Payment plans are to be arranged through the Office. Arrange with the Finance Team at least 14 days in advance if you require cash/cheques from the relevant account to make necessary payments, e.g. entrance fees or contingency fund.

7. Arrange a briefing for parents/carers if required.

8. Request balance of payment if applicable.

9. Ensure all staff involved have submitted cover requests to the Cover Manager. The Trip Leader will usually collate all cover requests for the trip including TA/Admin Cover. The cost per period of cover is £25.00 per teacher and £15.00 per period for TA/Admin staff

10. Arrange necessary First Aid provision and any necessary medication, e.g. Epipens, extra inhalers, controlled medication with administration form.

11. Ensure that pupils 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, e.g.:

- 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

12. Arrange for a list of participants names to go to the office staff and to SMT in good time in order that teaching staff are aware of the reason for pupil's absence.

13. For visits abroad, make a photocopy of each pupil's passport and EHIC before departure.

14. For all visits involving an element of remote supervision, pupils 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.

15. 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

(1) Where necessary, an Accident/Incident Form should be completed, and a copy sent to the EVC

(2) In every case, 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, pupil behaviour,

- pupil learning, recommendations for future trips and follow up evaluation e.g. assembly feedback, article/photos on our website or social media. (Trip Evaluation Form is in the Appendices).
- (3) A detailed evaluation of 'annual' trips will only need to occur every 2-3 years e.g. Ski Trip, Lockerbie Trip
 - (4) Ensure that pupils and staff depart from late trips quietly without causing inconvenience to school neighbours. **Please ensure that pupils attend school the next morning!**

10. MONITORING VISITS

- The EVC is responsible for ensuring that all visits comply with the Tower College guidelines
- Each visit will be subject to monitoring through the process from the application for a visit through to the final delivery. 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 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

11. 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 Management 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.

12. EMERGENCY PROCEDURE PROTOCOLS

The immediate course of action should be to:

1. 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
2. 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
3. Follow the emergency procedures appropriate to the activity
4. 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 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

13. BASE MANAGERS GUIDANCE TO A CRITICAL INCIDENT

- Establish group safety
- Trip Leader should contact his/her designated establishment Emergency Contact. School Emergency Contact should alert the Employer's Lead Manager point of contact
- Tower College Emergency Contact should initiate the Establishment's own Critical Incident Plan
- School SMT point of contact should initiate the School's Critical Incident Management Plan for supporting off-site activities and visits. The first CIMT staff alerted should:
 - a) take on the responsibilities of the CIMT Lead Manager (LM) until such time as the CIMT decides otherwise

- b) establish communication with other members of the CIMT
- c) Maintain communication with the establishment and the group
- d) Ensure that essential information is obtained, recorded and relayed to the CIMT to assess the situation correctly. Forms, Information and Guidance

Individual Risk Assessment – this is for medical/SEN/behavioural needs – Trip Leaders should be aware of all pupils ‘profiles’ before event (NB It is essential that contact is made with parents/carers in completing this form).