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<b>Committee Responsible</b>	FRA
<b>Designated member of staff</b>	CRH
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## Trips and Educational Visits Policy

This policy should be read in conjunction with:

- Child protection policy
- Equal opportunities policy
- Inclusion policy
- Acceptable usage policy
- School behaviour policy
- Teacher standards
- School activities charging policy
- Use of school photos policy.

### STATEMENT OF INTENT

In line with our strategic intent to provide an ‘inspirational and aspirational curriculum’, students are encouraged to visit places of educational interest and/or participate in activities that extend their experience beyond that which is possible in the classroom. These trips/activities should enrich their personal and social education as well as their academic learning. Whilst it is recognised that such experiences are extremely costly on school resources, staff time and energy; the value of trips/activities is difficult to overestimate as they not only enrich learning, they also add to the ethos and culture of the school as a whole.

### Purposes

The purposes of this policy are to:

- Clearly state the school’s commitment to supporting educational visits within available resources and the charging policy
- Give clear and precise guidance to staff who wish to lead an educational trip/activity.

- Ensure that all trips/activities take place within the schools' safety guidelines and have taken into consideration all the lessons learned from the past.
- Enrich the broad educational experience of all students.
- Assist in the raising of achievement.
- Help in the development of personal and social skills.
- Enrich the overall culture and ethos of the school by providing a wide variety of such activities that make up the life of the school.
- Provide additional educational opportunities not otherwise available on the school site.
- Provide opportunities for students to extend their horizons and expectations.
- Ensure trips/activities operate within the aims and purposes of this policy.

### Values of offsite, educational experiences include:

- |                                                     |                                    |
|-----------------------------------------------------|------------------------------------|
| • broadening horizons                               | • lifelong leisure activities      |
| • self-esteem                                       | • independence                     |
| • decision-making                                   | • invaluable part of citizenship   |
| • relationship building<br>(staff and young people) | • cultural enrichment & experience |
| • risk taking and understanding of risk             | • team building                    |
| • financial awareness                               | • fun                              |
| • experiencing new cultures                         | • consequences related to actions  |
| • raising aspirations                               | • allow success                    |
| • responsibility                                    | • learning to cope with failure    |
| • inspiration and motivation                        | • living and working with others   |
| • inclusion                                         | • bringing the curriculum alive    |
| • magic moments – memories for life                 | • creativity                       |
|                                                     | • a chance to share.               |

The value of off-site educational trips/activities are well recognised by the Governing body and fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Off-site educational visits must be well managed, information communicated and responsibilities recognised. **(Organising Educational Visits/Activities Appendix 1 and The Grey Court Visit or Journey Planning Checklist Appendix 2).**

### Procedures

The main legislation covering this area is the Health and Safety at Work etc. Act 1974 and regulations made under that Act. (In particular, the Management of Health and Safety at Work Regulations 1999).

The Governing Body is responsible for health and safety, though tasks may be delegated to staff. Employees also have a duty to look after their own and others' health and safety.

Grey Court (Governors and its staff) has a duty under the common law to take care of students in the same way that a prudent parent would do so. This document outlines the specific policies and procedures for the school.

Staff must be able to say, "I did everything possible to prevent anything going wrong. I was not negligent. This was unforeseeable."

**Everything a reasonable person would do and nothing a reasonable person would not do.**

Legal definition of negligence.

### **What does assessing and managing risks mean?**

The Health and safety law requires the school to assess the risks to the health and safety of staff and others affected by their activities. The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them. Sensible management of risk does not mean that a separate written risk assessment is required for every activity.

The school's employers should always take a common sense and proportionate approach, remembering that in schools, risk assessment and risk management are tools to enable students to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether, but it should avoid needless or unhelpful paperwork.

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

However, a risk assessment does not need to be carried out every time an activity is undertaken that usually forms part of the school day, for example, taking students to a local venue which it frequently visits, such as a swimming pool, park, or place of worship. A regular check to make sure the precautions remain suitable is all that is required.

## **Roles and Responsibilities**

### **The governing body**

- Should satisfy itself that the appropriate procedures, risk assessments, and control measures are in place and that the documented guidance notes are being followed
- Ensure all off-site visits that are residential, overseas or hazardous are approved, and that this is recorded in the minutes of the Governing Body meeting
- Governor approval required for:
  - Hazardous, overseas or residential trips.

### **The Headteacher**

- is delegated by the Governing Body to approve all off-site educational visits of a perceived low risk and/or are local, daily or regular in nature.

### **The school**

- Should assess the risks to staff and others affected by school trips/activities in order to identify the health and safety measures that are necessary as well as:
- Keep a record of the significant findings of that assessment
- Introduce measures to manage those risks (risk management)
- Tell their employees about the risks and measures to be taken to manage the risks
- Ensure that adequate training is given to employees on health and safety matters.

### **The Educational Visits Coordinator (EVC)**

- Should ensure that all off-site activities follow the correct procedures. The person with these responsibilities will approve the group leader for every visit and monitor the written risk assessments to ensure good practice.
  
- In addition, the following responsibilities and duties are undertaken:
  - The EVC typically liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks
  - Support the group leader in identifying the purpose of the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers
  - Ensure that Disclosure and Barring Service (DBS) systems are in place where necessary
  - Arrange emergency contact and draw up proper procedures to be followed in such an event
  - Keep records and make reports of accidents and "near accidents"
  - Review and regularly monitor procedures for trips/activities
  - Receive and review specific risk assessments.

### **The group leader**

- Is responsible for identifying the purpose of the visit and following the checklist published in the LA/government guidance. Significant risks and their control measures will need to be recorded and filed with the EVC.
  
- For regular activities such as PE trips and local school sporting events, the trip leader must ensure that a risk assessment is made for these regular activities. Any trip/activity that falls outside this must have a separate risk assessment.
  
- The law requires employees to:
  - Take reasonable care of their own health and safety and that of others who may be affected by what they do at work
  - Cooperate with their employers on health and safety matters
  - Do their work in accordance with training and instructions
  - Inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

More specific advice can be found from the Outdoor Education Advisers' Panel (OEAP) which is made up of expert practitioners from local authorities and is one of several organisations that offer training. The OEAP's website also provides schools with details of local authority outdoor education advisers.

In addition, teachers and other staff in schools have a common law duty to act as any prudent parent would do when in charge of students. Staff should follow any health and safety procedures put in place by the school. The group leader is responsible for ensuring that the conduct of both students and staff meets the required standards at all times.

This will take account of:

- Event specific risks as identified from a pre-visit or thorough knowledge or experience of the environment, accommodation, the leader's competence, the group and other factors such as transport.

- On-going risks identified by the professional staff responding to changing circumstances and the success of planned activity and procedures. The participants and staff will be fully briefed on the purpose and the risk assessment control measures.
- External providers will have their own risk assessment documents that can be used to help in this process. For certain activities an Adventurous Activity Licence is legally required. (See the LA guidance or [www.aala.org.uk](http://www.aala.org.uk)). If this is the case their licence number need only be quoted instead of actually requiring their documents.

### **Participants**

- are encouraged to consider risks involved in an off-site educational activity and to assist in the design of appropriate risk management strategies that support their learning.

## **Guidance Notes for Off-Site Educational Visits**

To ensure proper good practice and compliance with the necessary regulations it is expected that the trip leader should try, where practicable, to arrange a preliminary visit if the trip/activity is new.

In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits such as games and matches also need to be planned ahead. It may be possible to approve a series of events on a termly basis. No financial commitment should be agreed until all relevant approvals have been achieved.

Training for group leaders will be arranged to include all aspects of a visit (including being prepared to stop an activity that has become too hazardous) and how to deal with an emergency.

Internal approval forms: If a trip is planned to take place during school hours and is not hazardous, adventurous or residential then staff have to first complete a Trip/Activity Request Form (Appendix 3) to the EVC to bring to SLT for approval (this also includes any calendared trips). Once a trip has been approved the trip leader and staff accompanying the trip will have to complete a Staff Request for Planned Absence and Training Form (Handbook) which must be signed by the line manager and submitted to the Headteacher.

Governors' consent is required for hazardous, adventurous, residential or overseas trips, the Governors' Trip Approval Form for Hazardous Trips/Activities or Residential Trips (Appendix 3) insurance documents and any additional information must be completed and given to the EVC and Clerk to the Governors so that approval can be sought at the next governing body meeting. A risk assessment must be completed for every trip/activity (Appendix 4).

At the start of the year, parents should give consent for all day trips in this country that do not involve high risk activities. A reply slip is not necessary - requesting that parents contact the phase leader if they do not wish their child to go on a school trip will suffice. Dates and destinations of the trips will be posted to the website calendar.

Students must complete a Medical Form (Appendix 6) for residentials, visits abroad and high risk activities. For day trips, where no medical form is required, the group leader must take with them relevant medical details as provided by the first aid administrator.

Evaluation Report: On return the group leader must report to the EVC and, where necessary, an evaluation report should be completed in order to achieve any learning about a 'near miss' or where an incident took place, but fortunately did not require the completion of an Incident Report form. Even where such a form was completed at the venue this does not remove the need to place such an

occurrence on the record at the 'home' establishment. A general evaluation of the visit will inform future visits and may be a useful check on the value of the risk assessments undertaken.

Some educational visits in Great Britain will be to premises licensed under the Adventure Activities Licensing Regulations 2004. In broad terms, HSE is the enforcing authority for sites run by educational providers, including all centres run by local authorities (LAs). Many LAs have their own centres, although these may be some distance from the LA itself. LAs will be the enforcing authority for the remaining providers, including commercial providers such as multi-activity holiday centres.

### **The HSE's role in regulating expedition providers**

The Health and Safety at Work Act 1974 applies to any provider activity taking place in Great Britain. If one of these organisations is used then some basic health and safety measures must be taken in judging the provider's suitability. It is crucial that the trip leader checks their risk assessment and control measures for the proposed activity. If these do not demonstrate competent and effective planning and organisation, then the school would be unwise to consider using the provider.

The governors and Headteacher must be satisfied that their staff are competent to lead or supervise a visit. It is a legal requirement that leaders are competent for the activities they are leading. On adventurous activities, leaders with specialist skills and qualifications will be needed for the activity elements of the trip. Teachers will generally be in charge at other times.

### **What is an adventure activity?**

The term adventure activity is broadly defined in the Adventure Activities Licensing Regulations 2004, as caving, climbing, trekking or water sports. Providers offering and charging for these types of activities to those under 18s must be licensed. Adventure activities abroad do not have to be licensed.

### **Adventure activities using licensed providers**

When planning an activity that will involve caving, climbing, trekking, skiing or water sports, schools must currently check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004. These regulations apply to adventure activities that take place in England, Scotland and Wales but these arrangements may be subject to change in the future.

### **Qualifications appropriate for leading or advising on adventure activities**

Anyone leading an adventure activity should have their competence confirmed by a robust verification process, such as:

Holding a National Governing Body leadership/coaching award at an appropriate level, or being "signed off" by a suitably qualified technical adviser appointed by the employer. For further information about appropriate technical qualifications, to lead or advise on specific adventure activities, see the qualifications matrices produced by the Adventure Activities Licensing Authority (AALA) in AALA guidance note 5.18 available at: <http://webcommunities.hse.gov.uk>.

### **Student to staff ratios on school trips**

Student to staff ratios for school trips are not prescribed in law. Those planning trips, on the basis of risk assessment, should decide the ratios, taking into account the activity to be undertaken and the age and maturity of the students.

You must risk assess the needs of the actual group you are leading, with a view to ensuring that the level of supervision meets the legal expectations of "effective supervision". This is best done by consideration of the following factors:

- Staffing requirements – Trained? Experienced? Competent? Ratios?
- Activity characteristics – Specialist? Insurance issues? Licensable?
- Group characteristics – Prior experience? Ability? Behaviour? Special and medical needs?
- Environmental conditions – Like last time? Impact of weather? Water levels?
- Distance from support mechanisms in place at the home base – Transport? Residential?

This means that arrangements for supervision, including staff/student ratios, must take into account the nature of a group and the individuals in it. It is therefore important that, when planning a repeat visit or a series of activities, the previous plan (no matter how well it worked in the past) is reviewed to ensure it meets current group needs.

Ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/student ratios for a particular age group or activity.

As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. The appropriate ratio on an outing is always likely to be lower than the legal minimum that applies.

### **Use of private cars**

Careful thought must be given to the planning of transport to support off-site activities. Establishments must follow all regulatory requirements and the school's policy/guidance.

Where transporting young people in private cars is considered, checks should be made to address the following:

- Seeing evidence that the driver has a valid licence.
- Seeing evidence that there is a valid insurance policy covering the intended use. This school's insurance covers such transport.
- Seeing evidence that the vehicle is properly maintained and has an MOT.
- Ensuring that there is explicit parental consent to transport young people in this way.
- Ensuring that drivers properly understand their duty of care in this situation.
- The driver of a vehicle cannot drive and supervise young people at the same time. Therefore, it may be judged that the young people may need supervision during the journey - because of age, maturity, behaviour, special needs or medical issues etc, then a second adult to provide this supervision is necessary.

In addition, establishments who wish to use volunteer adult helpers or other young people to help transport students in their own cars must ensure that they are aware of their legal responsibility for the safety of the young people being transported. Other than in an emergency situation, or where there is a specific job requirement as a day-to-day duty, staff or volunteer adult helpers transporting young people should not be put in a position where they are alone with a young person.

### **Unsupervised time**

There is no such thing as unsupervised time on an activity or visit. However, time with their peers, away from direct adult supervision, is an important feature, particularly of residential visits, and brings many additional learning opportunities for young people. This is also the time when many accidents tend to happen so it needs to be appropriately managed. Please see the 'Group Management and Supervision' document in this guidance, which can be found at <http://oeapng.info/downloads/download-info/4-2a-group-management-and-supervision/>

### **A member of staff taking a family member on a visit**

If a parent (or person otherwise closely related) to a young person is taking part in outdoor learning or an off-site visit, staff must be aware of the potential for their parental instincts to compromise the trip leader's plans for group management, particularly if there is a serious incident. This must be agreed in advance with the EVC.

### **Duty of care when working with providers**

Any third party provider should have been selected in line with the school's policy. Trip leaders should be aware of, and comply with, the requirements of this policy, including the need for clear hand-over arrangements at the start and end of any session.

They must be clear about who is responsible for what and when - so there are no 'grey areas'. Where you are involved in a supervisory role alongside the provider's staff, then it must be clear who has responsibility for which aspect of the session. It is good practice for staff to be involved in, or observe, activities in order to monitor the quality of provision and to ensure it meets the planned learning outcomes. It is poor practice to simply 'hand over' a group on an educational visit to a third party provider, unless this is in the best interests of the participants, has been planned and agreed in advance, and the visit leader is still comfortable with the arrangement.

Should the provider run an activity in a way that causes concern, the trip leader should consider stopping the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

### **Safety precautions to be taken for school visits to farms**

Those responsible for organising and leading school visits to farms should read Preventing or controlling ill health from animal contact at visitor attractions and the associated supplement 'Advice to teachers and others who organise visits for children'. This provides guidance on what to do before, during and after visits to minimise the risk of children catching diseases from animals. Clear hygiene procedures must be adhered to.

### **Visits involving religious education**

Parents have a right to withdraw their children from religious education lessons and from collective acts of worship, but not from the National Curriculum. This means that parents do not necessarily have the right to withdraw their child from a visit to a place of worship if this visit forms part of the school's delivery of the National Curriculum. It is therefore important for visit leaders to be clear about the purpose of the visit, including the wider personal, social and cultural benefits and its link to the curriculum. The Learning Outside the Classroom website includes a useful document on the benefits of visiting sacred spaces, and examples of good practice, at [www.lotc.org.uk/wp-content/uploads/2011/03/Sacred-Spaces-PDF.pdf](http://www.lotc.org.uk/wp-content/uploads/2011/03/Sacred-Spaces-PDF.pdf).

### **Parental consent to off-site activities**

At the start of the year, parents should give consent for all day trips in this country that do not involve high risk activities. A reply slip is not necessary - requesting that parents contact the phase leader if they do not wish their child to go on a school trip will suffice.

Parents should be told where their child will be at all times and of any extra safety measures required.

Parents must be consulted in advance of each trip/activity and must be given the opportunity to withdraw their child from any particular school trip/ activity).

### **Visits abroad**

Proof of parental consent may be requested by medical professionals prior to carrying out treatment. Establishments should enquire if this is the case for the country to be visited and, if unsure, take copies of consent forms with them. For visits to some countries it may be necessary for visit leaders to provide evidence of their responsibility for the young people in their party.

### **Residential trips information to consider**

- Hotel/accommodation – must be properly researched– eg look up on TripAdvisor (see Appendix 5a Residential Accommodation : school trips safeguarding risk assessment)
- Fire regulations must be in place in the accommodation
- Sleeping arrangements for students and staff must be made clear
- Number of students in each room; no gender mixing
- Staff must check that students are in bed by a specific time
- Staff have a checking policy - two checks must be done, one when the students go to bed and another before staff go to bed themselves
- Staff must ensure they check and enter rooms at any time in pairs of the same gender.
- Male staff must check boys' rooms, etc
- Male students are not allowed in girls' rooms etc
- Trip leaders should try to find out who else is in the hotel ie other schools, as this could cause issues. Request sole use of a floor if possible.
- Balconies are a big issue – do not have them if possible
- Does the package include meals? Cheap may mean no meals. Will packed lunch be provided by parents?
- Staying in a house – checks on the parents should be made by the travel company
- What are the travel arrangements – flying? Coach?
- Higher staff ratio depending on the needs of the group - minimum three staff at any trip
- How are they travelling to their destination, eg crossing channel – shuttle, ferry?
- On a ferry - moving around on deck/gambling rooms, etc needs to be included in the risk assessment
- What is the itinerary – education based – not just fun
- Use of the target language where possible on MFL visits
- Plans for the evening - unsupervised time must be minimal
- The students must know the extent of the freedom and the boundaries. Where they can/cannot go
- How can the students know what to do if they get lost? How can they find their way back? Where is the nearest police station?

### **Residential or overseas trips paperwork and points to consider**

- Staff must have the Headteacher and governors' approval for all residential or overseas trips.
- Residential trips must have a parents' information evening. At this they should be given a suggested clothes list and all the information for the trip.
- An email distribution list of parent/guardian contact details should be set up in advance of the trip. This should be available to the journey leaders and EVC.
- The EVC should be given a list of all students going and their mobile numbers as well as copies of their passports. Parents and EVC need to know the coach/train times and flight numbers.
- The trip leader must take:
  - The risk assessment (Appendix 4)

- Medical forms (appendix 6)
- Insurance details
- Global Health Insurance Card information (for European countries)
- The GHIC cards are valid for a fixed period only and need to be renewed.  
To renew, without cost, please use the website address shown below where you are able to enter your own information and the EHIC cards arrive within a week.  
<http://www.nhs.uk/NHSEngland/Healthcareabroad/EHIC/Pages/about-the-ehic.aspx>

If a student is found to have broken the rules, such as being in possession of illegal substances/wandering off/poor behaviour etc, the party leader should, in the first instance, contact the named SLT lead to talk through the matter and then parents should be phoned and, if necessary, the student sent home. The parent must collect their child at their own expense. This must be made clear to parents in advance of parents agreeing for their child to go on the trip. If an accident occurs then the trip leader must ring the insurance company directly and then ring the named SLT.

Parents must not be allowed to come and collect their child unless the insurance company agrees - otherwise the costs will not be covered.

The trip leader and the team decide which member of staff will attend the hospital and who will step up into another supportive role. There must be an emergency plan by the team leader on what needs to be done. Female staff should accompany female students to the hospital if required.

All receipts from the trip must be kept to ensure a full refund and clarity of trip expenses. These should be presented to the Finance Department on return.

#### **EVC requires**

- Details of itinerary and addresses and telephone numbers
- Name of the travel company details of coach/train/flights and times
- Copies of the insurance company details.
- EVC will speak to the parents in the phone tree and liaise with the parent(s) regarding the student (if required) as well as the trip leaders who can fill in the details.

## **Safeguarding**

It is the responsibility of the trip leader and all other staff and adults involved, to safeguard and promote the welfare of the students during outdoor learning, off-site visits and learning outside the classroom. Such trips and activities have many benefits, but there are also potential safeguarding risks which should be considered during the planning process. Trip leaders should ensure that they are informed of any students who may be particularly vulnerable or have specific safeguarding needs, and ensure that other staff/adults are made aware as necessary.

Where activities and visits involve overnight stays, careful consideration should be given to sleeping arrangements, taking into account issues of privacy and child protection. Children, young people, staff and parents should be informed of sleeping arrangements prior to the start of the trip. Careful attention should be given to ensuring safe staff/participant ratios and to the gender mix of staff.

A key benefit of off-site visits/activities are that students have the opportunity to explore new places and meet new people. This may leave them vulnerable unless they are adequately prepared and appropriate measures have been put in place to control any significant risks.

## **Vetting and Disclosure and Barring Service (DBS) Checks**

From the 1st December 2012, the functions of the Independent Safeguarding Authority (ISA), to make barring decisions, and the Criminal Records Bureau (CRB), to provide criminal records disclosures, were taken over by the Disclosure and Barring Service (DBS).

Staff should operate, and be seen to operate, in an open and transparent way. The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

Staff should:

- Always be publicly open when working with students, avoiding situations where they and the student(s) are completely unobserved
- When physical touching is required (eg when coaching an activity or fitting a climbing harness), seek permission and do it openly – ideally with other staff present.
- Comfort or reassure a distressed student in an age-appropriate way, whilst maintaining clear professional boundaries
- Follow the school's reporting procedures if a student makes a disclosure of abuse.

Staff should not:

- Engage in rough, physical or sexually provocative games or horseplay
- Allow or engage in inappropriate touching in any form
- Allow children or young people to use inappropriate language unchallenged
- Make sexually suggestive comments to a child or young person, even in fun.

## **Engaging Staff**

A DBS check, in itself, is no guarantee as to the suitability of an individual to work with any given group of young or vulnerable people. The placement of an adult in a situation of professional trust with young people should always be subject to a robust recruitment and engagement system including references, interview, induction, training and monitoring, as well as a DBS check if this is appropriate. Check with the Personnel Manager before any parent or non-member of staff participates in a trip or activity.

## **Communication**

Students on a trip visit should be able to contact their own leaders at any time. If there is a problem, the party leader should visit the student immediately.

For example, if an allegation is made:

- treat any allegation seriously
- follow the emergency procedures/ school's Child Protection Procedures and inform your nominated Child Protection Officer; and
- keep a record. If the allegation is of a criminal nature, you must inform the local police.

Do not:

- promise confidentiality
- panic
- make promises you cannot keep
- interrogate the young person (beyond establishing the nature of the allegation)
- attempt to investigate a serious allegation yourself or
- do nothing.

Consider:

- preserving any evidence
- photographs (caution - if this involves people)
- when parents should be involved (the nominated Child Protection Officer would be in a better position to do this)
- support and counselling.

## **Mobile Phones**

For whole school trips, such as activity days, phones may be collected and stored in school prior to embarkation, where possible. Any students going on trips and fixtures will collect their phones before they leave the school site. They will be allowed their phones whilst on day trips, fixtures and visits. However, whilst on day trips (including journeys), we will operate a 'not seen, not heard' policy. Phones should only be used in cases of emergency or when instructed by a member of staff. When on residential trips, mobile phones will be collected from KS3/KS4 students in the evening and kept in a secure location by the staff on the trip. They will be returned to students the following morning.

## **Procedures for reporting an injury on school trips**

The school should have a procedure in place that complies with the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

Any injury to or death of a member of staff or a child outside Great Britain may be subject to the law of the land in which the injury/death occurred.

## **Incidents to students and other people who are not at work**

Injuries to students and visitors who are involved in an accident at school or on an activity organised by the school are only reportable under RIDDOR if the accident results in:

The death of the person, and arose out of or in connection with a work activity; or

An injury that arose out of or in connection with a work activity and the person is taken directly from the scene of the accident to hospital for treatment (examinations and diagnostic tests do not constitute treatment).

The lists of specified injuries and diseases described in the above section only apply to employees. If a student injured in an incident remains at school, is taken home or is simply absent from school for a number of days, the incident is not reportable.

### **How to decide whether an accident to a student 'arises out of or is in connection with work'**

The responsible person at the school should consider whether the incident was caused by:  
A failure in the way a work activity was organised (eg inadequate supervision of a field trip);  
The way equipment or substances were used (eg lifts, machinery, experiments etc.); and/or  
The condition of the premises (eg poorly maintained or slippery floors). This means that many of the common incidents that cause injuries to students at school tend not to be reportable under RIDDOR, as they do not arise directly from the way the school undertakes a work activity. Remember, in all these cases, you only need to consider reporting where an accident results in a student's death or they are taken directly from the scene of the accident to hospital for treatment. There is no need to report incidents where people are taken to hospital purely as a precaution, when no injury is apparent.

### **Relationships and professional behaviour during outdoor learning**

Off-site visits and learning outside the classroom, relationships between staff and participants are often less formal than in the usual school or workplace. Students may also build relationships with each other and with other adults and young people from outside the group, such as students from another school, activity instructors or members of the public. This can have many positive benefits, but it also brings risks, of which all staff involved should be made aware. Adults are in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. They are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and professional conduct.

With regards to staff consumption of alcohol; **"it is the responsibility of the school journey leader to ensure that staffing ratios are maintained at all times, and that those on duty consume no alcohol at all. The school trip leader should produce a duty rota prior to departure and ensure that all staff on the trip are aware of this rota. Those staff who are off duty may consume a moderate amount of alcohol whilst always remaining professional and following the teachers' standards. "**

### **Records to keep following an accident or incident**

Whenever there has been an accident or incident on a visit, the trip leader must follow their establishment's and employer's reporting procedures.

Establishments and employers should consider whether the nature of any accident or incident might, in the future, give rise to an insurance claim or a civil claim for damages.

Where this is considered to be a possibility, or where an incident was reported to HSE under the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR), it is advisable to retain sufficient information about the visit and incident to allow the employer to investigate fully and, if necessary, defend their actions:

- Full details of the incident and any related report/witness statements/follow-up actions
- The plan for the visit (including risk management plan)
- Names of the young people and adults on the visit
- The programme of activities that took place on the visit
- The educational visits policy current at the time of the visit
- A copy of the information about the visit sent to parents prior to the visit

- A copy of the completed parent consent form(s) for anyone directly involved in the accident/incident. This information may be stored electronically.

Because of the time limits on civil claims for negligence, such records should be kept until the young person reaches age 21, or for three years following the incident in the case of an adult.

### **Inclusion**

The introduction of the Equality Act 2010 - The Equality Act states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a student or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments.

Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

The principles of inclusion should be promoted and addressed in policy and practice, ensuring:

- An entitlement to participate
- Accessibility through adaptation or modification, including the provision of auxiliary aids and services
- Integration through participation with peers. Care should be taken not to cause indirect discrimination. For example, arranging a residential visit during a religious festival or holiday might prevent students of certain religions being able to attend. In making decisions, an educational establishment may have to balance the need to provide the best possible educational outcomes for all students with the need to meet the particular needs of individuals.

Sometimes it may not be possible to make reasonable adjustments to include a young person in a specific visit or activity, nor to provide the whole group with a suitable alternative, perhaps because of a severe disability. It is not necessary to deprive the rest of the group of worthwhile opportunities, if it is genuinely impossible to find a suitable way of including everyone. However, if a young person is excluded from a visit or activity, even for good reasons, the impact of this – such as on attitudes and relationships across a school – must be considered, and consideration given to the provision of a suitable alternative. The burden of proof is on the establishment to show that what happened was for a reason other than unfair discrimination.

Any adjustments that are made in order to include a disabled young person should not impinge unduly on the planned purpose of the activity. As an example, it may not be appropriate for a parent to accompany a child on a residential visit where the planned learning outcomes of the visit include "developing independence" and "developing relationships". A decision to exclude a young person should not be taken lightly, and only after consultation with those who have responsibility for the young person, including (as appropriate) the head teacher/manager, visit leader, class teacher, parents, any support staff, any third party provider, and possibly their GP.

### **Exclusion on the grounds of behaviour (refer to appendix 8 document S1 E07)**

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other

members of the group, or the leaders. The Equality Act protects people from discrimination and harassment based on the 'protected characteristics'.

Where a young person has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies. When a young person is excluded on these grounds, you should consider providing alternative ways of achieving the same learning outcomes.

Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:

- identifying the issue at the earliest stage of planning
- involving all interested parties
- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit
- establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude
- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues
- ensuring that what is expected of staff is reasonable and within their competence
- recording this process on the risk assessment

#### **Retention of documents**

There is no legal requirement to keep any records, although there are reasons why establishments may wish to retain general records of visits and outdoor learning experiences, for example:

- To record the range of opportunities that they provide for the young people in their care
- To record staff experience in leading visits and outdoor learning
- To demonstrate effective planning and evaluation of visits and outdoor learning
- To build a history for sharing learning and good practice. Electronic visit planning systems, which create a searchable database, are particularly useful in this respect. Any records containing personal information must be stored securely and kept in compliance with data protection requirements.

For example, unless the guidance on accidents and incidents applies, parental consent forms need only be retained until the visit (or period) covered by the consent has ended and then they may be destroyed.

## Appendix 1 - Organising an Educational Trips or Activities

1	<ul style="list-style-type: none"> <li>Proposed trips and visits should appear where possible in the school calendar.</li> <li>Discuss the proposed trip and dates with the Associate Headteacher responsible for the calendar when it is drafted (May/June each year).</li> <li><b>All trips calendered or not will require SLT line manager approval prior to confirmation.</b></li> </ul>
2	<ul style="list-style-type: none"> <li>Consult the Educational Visits Coordinator (EVC) on the nature of the trip.</li> <li>Complete a <b>Trip/Activity Request</b> form for all trips and activities (<b>for non-hazardous/adventurous, residential and overseas trips</b>) and submit to the EVC to bring to the SLT meeting for approval. This will usually be <b>4 weeks before the trip</b>.</li> <li>NO letters can be distributed until approval is given.</li> <li><b>Hazardous/adventurous, residential and overseas trips require Governors' approval and need extended time depending on when Governors meetings are scheduled.</b></li> <li>A <b>Governors' Trip Approval</b> form must be completed and submitted to the EVC.</li> <li>All trips must be fully costed before approval. For residential trips this must include all details of accommodation and any extra expenses (Remember Governors can and do refuse trips!)</li> <li><b><u>NO letters can be distributed until full Governors approval is given.</u></b></li> </ul>
3	<ul style="list-style-type: none"> <li><b>Trip leaders should also speak to the Finance Office to ensure that they fully understand the costs of the trip.</b></li> <li>Calculate a budget for the trip (form from the Bursar to help) and ensure that there will be sufficient funds, making allowances for unforeseen developments. . An events budget template must be completed and agreed by the Finance office prior to a trip being agreed.</li> <li>Consult the Bursar to discuss the charges to be made for the students and arrangements for paying invoices and collection of money, etc.</li> </ul>
4	<p>Check on insurance arrangements – overseas, residential and hazardous trips (i.e. those that require Governors' consent) all require additional insurance – collect forms from the Bursar.</p>
5	<p>If possible the trip leader should make a preliminary visit to the centre to become familiar with the facilities especially if the trip has not taken place before.</p>
6	<p>Book any tickets, book tours, lunch arrangements, etc.</p>
7	<ul style="list-style-type: none"> <li>The trip leader should identify staff willing to accompany the trip, and ensure appropriate ratios and a gender balance.</li> <li>Ratios will depend on the nature of the trip and age of students; Please see EVC.</li> <li>Fill in a cover form for staff and submit to the Headteacher so that cover can be agreed.</li> </ul>
8	<ul style="list-style-type: none"> <li>Send a letter to parents outlining the cost and nature of the trip.</li> <li>Ensure that you have consent/medical forms, signed by parents/guardians</li> <li>Ask for details of students' medical and dietary needs. If any students have SEND to discuss with the SENCO..</li> <li><b>Amend risk assessment if necessary.</b></li> <li>Discuss with Heads of Year/pastoral staff the students going on the trip to ensure their suitability or any concerns about behaviour etc.</li> </ul>
9	<ul style="list-style-type: none"> <li>Book transport. If the school minibus is to be used, ensure that you have sufficient appropriately qualified drivers and that you have booked it with the Premises Manager.</li> <li>TFL free tickets should be booked through the admin office in Albury at least <b>four weeks in advance</b>.</li> </ul>
10	<ul style="list-style-type: none"> <li>Carry out and produce a risk assessment for all activities on the trip.</li> <li>Obtain and be aware of risk assessments from the places you are visiting.</li> </ul>
11	<ul style="list-style-type: none"> <li>The trip must be submitted for approval on the <b>EVOLVE</b> on-line system. (This applies to <b>ALL</b> trips). <a href="https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=kingstonvisits.org">https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=kingstonvisits.org</a></li> <li>Keep a file, which contains all information together with a copy of</li> <li>all letters, student lists and information given to parents.</li> <li>Book the centre, etc. (if necessary) and agree on the aims of the trip.</li> </ul>

	<ul style="list-style-type: none"> <li>● Check whether the centre is licensed and check the list of qualified instructors.</li> </ul>
12	<ul style="list-style-type: none"> <li>● Make arrangements for the collection and counting of money.</li> <li>● Ensure that students receive any appropriate grant support. Funds are very limited.</li> <li>● Students who are on a reduced income/FSM can ask for support but this <b>MUST</b> be agreed with the EVC in advance.</li> </ul>
13	<ul style="list-style-type: none"> <li>● Produce an itinerary which describes a programme for each day, supervision details, staff responsibilities and emergency arrangements.</li> <li>● Make sure you and your team are familiar with the emergency procedures to be adopted if an accident happens.</li> </ul>
14	<ul style="list-style-type: none"> <li>● Approximately one month before an overseas trip, arrange a meeting with parents to discuss arrangements, the expected standard of behaviour and so on. <b>Remember to arrange this with the Premises Manager too.</b></li> <li>● For all other trips the meeting should be with the students approximately <b>one week</b> before the trip. Before these meetings you should check you have all the paperwork you need (e.g. Medical forms, behaviour agreements etc.).</li> </ul>
15	Arrange for a senior member of staff (Head/Deputy/EVC) to act as a contact person while you are away. Give him/her a full list of student and staff contact details.
16	Hold a meeting of all staff involved to arrange supervision duties and other matters. Establish a code of conduct.
17	<ul style="list-style-type: none"> <li>● Leave a full list of students and your itinerary and contact numbers with Student Services and Albury Reception at least two days in advance and <b>confirm student and staff attendance on the day.</b></li> <li>● Ensure that you contact school if arrangements change (e.g. late arrival).</li> <li>● Ensure arrangements for lunch for FSM students are in place.</li> </ul>
18	Report any accidents/problems to a senior member of staff.
19	Balance the accounts and submit a final account for audit. The bursar will help with this so please ensure you visit the Bursar to sign the accounts off.
20	After the trip, evaluate the trip, activities and costs on EVOLVE by clicking on the Evaluation button under visits.

Governor approval required for

- Hazardous, overseas or residential trip

The following checklist should be used in the planning and administration of an education visit. For Adventurous, Hazardous and Residential Trips this form MUST be used by the Trip Leader.

**'Who'** is the most appropriate person to perform the task, not necessarily the party leader? A name or initial should be used.

**'When'** indicates when the task needs to be completed.

**'Done'** shows that the task has been carried out – the box should be dated.

	<b>Who</b>	<b>When</b>	<b>Done</b>
<b>Initial Planning</b>			
Have the aims and objectives been set?			
Will the visit's aims and objectives be linked to part of a structured programme of classroom learning prior to and following the visits?			
Has the date been initially identified?			
Has the venue been initially identified?			
Have the supervisory requirements been identified?			
What is the cost and who will pay?			
Have contingency plans been included? Eg delays/ strikes/ weather			
Initial approval from Head?			
Approved by Governors (if applicable)?			
<b>The Venue</b>			
Has a venue been chosen, having considered best value, soundness of reputation and its ability to meet the aims and objectives?			
<b>The Preliminary Visit</b>			
Has a preliminary visit been undertaken?			
Has the checklist been completed if appropriate?			
<b>Risk Assessments</b>			
Has a risk assessment been completed?			
Have the young people been involved in the risk assessment?			
Have all outcomes of the risk assessment been shared with all appropriate members of the party?			
If appropriate, has the risk assessment been approved by the Outdoor Education Adviser?			
Have any contractors' risk assessments been checked by the Adventure Activities Licensing Authority or L&CS?			
EHIC cards arranged (Europe)			
SEND issues addressed?			
<b>Staffing</b>			
Have staff been identified and booked?			
Are the members of staff capable of meeting any special needs that might be in the party?			
Do staff need any special training or qualifications?			
Is there an appropriately trained first-aider available to the party at all times? High risk/ residential trips only			
Have all supervisors understood and agreed their roles and responsibilities with the party leader?			
Has a hierarchy been put in place and made clear to all in the party?			
Has an emergency contact person been identified?			

Have all staff signed a medical disclosure form identifying any medical needs they have?			
Have all DBS checks been satisfactorily completed?			
<b>Hazardous Activities and Higher Risk Environments</b>			
Has approval been sought from the Outdoor Education Adviser?			
Have the activities been checked by the Adventure Activities Licensing Authorities?			
Has someone checked activities not covered by the Adventure Activities Licensing Authorities?			
<b>Finance</b>			
Costing (produce)			
Communicate to parents and carers			
Collection schedule – devise			
Collection schedule – communicate			
Receipts - start			
Receipts – end			
Bursary			
Account/Balance sheet			
Refunds – calculate/give out			
Pocket money – calculate			
Pocket money – communicate			
<b>Insurance</b>			
Check cover for visit- only required for trips that need to be approved by governors			
Communicate to parents and staff level of cover			
<b>Communications</b>			
Plan schedule of communications			
Emergency communications (plan and tell parents and carers)			
Mobile phone for party leader?			
Accommodation (where appropriate)			
If the centre has not been used before, describe and confirm suitability with the head of establishment.			
Check for hot water/shower			
Fire drills and procedures			
Fire exits			
Local Authority Registration check (if one exists)			
<b>Environment</b>			
Out of bounds areas identified			
Communicated?			
Marked?			
<b>General</b>			
On-site phone numbers			
24 hours contact number for site			
<b>Approval – received from:</b>			
EVC			
Headteacher			
Governors			

### Appendix 3 –Trip/Activity Application SLT and Governor Approval

This form should be completed for any trip or activity external or internal that requires cover or will impact on lessons. It must be submitted at **least four weeks** in advance of the proposed trip or activity. At least one female and one male teacher should accompany a co-educational residential visit.

NQTs cannot lead visits.

Residential or overseas visits must be submitted to a Governors’ Meeting a term in advance.

**Checklist:**

Agree provisional calendar date(s) with SLT in charge of the calendar.

Check impact of cover with the SLT i/c cover.

Complete the form with requested staffing and details of cover and lessons impacted.

See EVC with completed forms for Health & Safety, Risk Assessment and staffing ratio advice and amend as required.

Submit the completed form to EVC for Headteacher/SLT consultation and confirmation.

Once approval is granted EVC will inform the trip leader of whether the trip is approved and any action points to be taken and the Cover Manager.

Financial information must be checked by the finance office prior to any communications about

<b>Title of Trip/Activity:</b>		<b>Trip Leader:</b>
<b>Rationale for the Trip/Activity:</b>		
<b>Has this trip already been included in the school calendar</b>		
<b>Proposed Date(s):</b>		<b>Venue/place:</b>
<b>Time:</b>	<b>Year Group(s):</b>	<b>No. of students in each Year group &amp; gender:</b>
<b>Method(s) of travel:</b>		<b>Cost per student:</b>
<b>Staffing agreed with EVC and details of periods of cover required:</b>		
<b>Issues to be considered when agreeing Trip/Activity:</b>		
<b>SLT Decision:    Yes    No</b>		<b>Date Agreed:</b>
<b>Governors’ approval Yes No    Name of Governor</b>		<b>Date Agreed :</b>
<b>Action Required/Points:</b>		

## Appendix 4 – Grey Court School Risk Assessment Form

Please bring this with you on your trip & share this with all staff before departure

Include any *dynamic risk assessment* (changes made while on the trip)

Risk assessment for trip:			Assessment undertaken (date):		
Date(s) & time of departure:			Date(s) & Time of return::		
Name Trip Leader:			Mobile No:		
Name Emergency Contact:			Mobile No:		
No of students:	Girls:	Boys:	Staff - student ratio:	Male:	Female:
Names of staff accompanying the trip/ activity and their role					

DETAILS OF THE TRIP/ACTIVITY	HAZARD	WHO IS AT RISK?	CONTROL MEASURES TO MINIMISE RISK
Venue/site/access (Please list the address)			
Environment			
Weather			
Travel/transport to and from the venue or site (Please list the stations/bus stop that you will use)			
Travel/transport during the visit, trip or activity			
Minibus competency (Please state the number of staff in the mini-bus)			
Accommodation			

<b>(if applicable) accommodation safeguarding risk assessment needs to be completed- see appendix 5a</b>			
<b>Staff experience/medical/ dietary/disabilities</b>			
<b>First Aid</b>			
<b>Exhibition leaders/ Outside agencies</b>			
<b>Students with SEND needs – see appendix 5b (document S1 E07)</b>			
<b>Students with Medical/ dietary/age-related issues</b>			
<b>Students with behaviour issues/potential behaviour issues</b>			
<b>Supervision groups/buddy system/ other adults/volunteers/ parents, etc.</b>			
<b>Unsupervised time (if applicable)</b>			
<b>Emergency procedures Fire/emergency evacuation procedure Bomb alert</b>			
<b>Activities please list all activities (E.g. boat ride, rock climbing, cycling, etc.)</b>			
<b>General public issues/</b>			

<b>Other issues that may occur- including stranger danger</b>			
<b>Return to school and dismissal of students</b>			



## Appendix 6 – Medical Form

TRIP/ACTIVITY: \_\_\_\_\_

I wish my son/daughter (print name:)

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To be allowed to take part in the above-mentioned school journey and, having read the attached letter, agree to his/her taking part in any or all of the activities described.

I have ensured that my son/daughter understands that it is important for his/her safety and for the safety of the group that any rules and any instructions given by the staff in charge are obeyed.

**Please delete and complete the following as is appropriate**

My son/daughter **has no** illness, allergy or physical disability \*  
The following illness or physical disability \*

*\*Cross out which does not apply*

Which necessitates the following medication which I will provide for the group leader:

I **consent** to any emergency medical treatment necessary during the course of the visit.

I **consent/do not consent\*** to my son/daughter being given a mild painkiller (paracetamol) if considered necessary by the party leader.

*\*Delete as applicable*

Signed: \_\_\_\_\_  
Parent/Carer

**PLEASE TURN OVER AND COMPLETE THE REVERSE SIDE OF THIS FORM**

**Telephone No. HOME:** \_\_\_\_\_

**WORK:** \_\_\_\_\_

**MOBILE:** \_\_\_\_\_

If not available at the above, please state an alternative contact.

**Name:** \_\_\_\_\_

**Telephone No:** \_\_\_\_\_

**Mobile No:** \_\_\_\_\_