

EDUCATIONAL VISITS POLICY HEALTH & SAFETY POLICY ON OUTSIDE ACTIVITIES

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Date of next review: January 2024

UNDER REVIEW AS OF 22/05/2025



Educational Visits Policy Health & Safety Policy on Outside Activities

Introduction

This policy is specific to the areas above and should be read in addition to the school's Health and Safety Policy.

Responsibilities

1. The Headmaster, normally delegated to the Educational Visits Coordinator (EVC), is to ensure that:
 - a. Any visit has a specific and stated objective;
 - b. The plans comply with regulations and guidelines, including the School's other policies;
 - c. Adequate child protection procedures are in place;
 - d. All necessary actions have been completed before the visit begins;
 - e. The risk assessment has been completed and appropriate safety measures are in place;
 - f. Training needs have been assessed by a competent person and the needs of the staff and pupils have been considered;
 - g. The Group Leader has experience in supervising the age groups going on the visit and will organise the group effectively;
 - h. The Group Leader or members of staff are suitably competent to instruct the activity and is familiar with the location where the activity will take place.
 - i. Group Leaders have sufficient time to organise visits properly;
 - j. Non-teaching staff on the visit are appropriate people to supervise children;
 - k. Ratio of supervisors to pupils is appropriate;
 - l. Parents have provided consent and signed appropriate forms where applicable;
 - m. Arrangements have been made for the medical needs of all the pupils;
 - n. Adequate first aid provision will be available;
 - o. The mode of travel is appropriate;
 - p. Travel times out and back are known including pick-up and drop-off points;
 - q. There is adequate and relevant insurance cover;
 - r. They have the address and telephone number of the visit's venue;
 - s. A school contact has been nominated;
 - t. The activity has a copy of the Emergency Plan;
 - u. That details of staff and pupils on the trip has been left at school where all next of kin details are held

- v. Any specific unique circumstances (for example in the 2020-22 pandemic) are taken into account.
2. The member of staff organising the trip will be the Trip Leader and they are responsible for the supervision and conduct of the visit and should have regard to the health and safety of the group. The Trip Leader should:
- a. Obtain the Headmaster's (or some such other designated person's) prior agreement before any off-site visit takes place;
 - b. Appoint a deputy if more than two other members of staff are travelling with the group;
 - c. Clearly define the roll of each member of staff;
 - d. Be able to control and lead pupils of the relevant age range;
 - e. Be suitably competent to instruct pupils in the activity and be familiar with the location;
 - f. Be aware of child protection issues;
 - g. Ensure that adequate first aid provision will be available;
 - h. Undertake and complete the planning and preparation of the visit including briefing the group members and parents;
 - i. Undertake and complete a comprehensive risk assessment;
 - j. Review regular activities undertaken (sports fixtures, theatre trips etc) and advise the Headmaster where adjustments may be necessary;
 - k. Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
 - l. Ensure the ratio of staff to pupils is appropriate for the needs of the group;
 - m. Consider stopping the visit if the risk to the health and safety of the pupils is unacceptable and have in place procedures for such an eventuality;
 - n. Ensure that all members of staff have details of the school contact and that they know the whereabouts of the Emergency Plan;
 - o. Ensure that all members of staff on the trip know where the next of kin and medical details of the pupils are kept;
 - p. Complete the review sheets on return for future reference and due diligence;

Failure to complete and have signed an appropriate Risk Assessment will lead to the trip being cancelled;

Planning Visits

- 3. Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in the UK or abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties involved and making plans to reduce them.
- 4. Although the Headmaster is responsible for the safety of the children and staff on a trip, and as such will approve the trip in principle. He will delegate the responsibility for ensuring that the trip has been planned properly and that the appropriate risk assessments have been completed, to the EVC, unless the EVC is unavailable in which case the Headmaster assumes responsibility as the EVC.

5. A planning flow chart is attached as Annex A to this policy.
6. Trip Leaders will need to complete the following documentation as part of the planning process:
 - a. Offsite Educational Visit Proposal Form (see Annex J)
 - b. Overseas/Residential Visit Proposal Form (see Annex K)
7. When beginning to plan an educational trip the Trip Leader must bring all staff to a meeting to discuss the assessment of risk, using the **STAGED** strategy. This must be discussed in the planning of the educational trip
 - S - Staffing**
 - T - Transport**
 - A - Activity**
 - G - Group**
 - E - Environment**
 - D - Distance**
8. Information on supervision ratios are contained in Annex L to this document
9. All staff must have read and signed the document 'Child Protection Protocols on Educational Visits' as produced by the school's DSL before taking a trip. All trips must adhere to these guidelines for the safety of the children and staff alike.

Documentation

10. For residential and overnight visits specifically, Trip Leaders should ensure that they obtain and take with them:
 - a. Travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents, passports, and photocopies of all the group's documents /passports, and photocopies of all the group's documents in a sealed waterproof bag;
 - b. A copy of the contract with the company, centre/hotel etc., if appropriate;
 - c. Medical papers, e.g. form, significant medical histories;
 - d. Parental consent forms and permission for group leader to authorise emergency treatment on parental behalf (See Appendices I and J);
 - e. The phone numbers and addresses, at home and in school, of the HM, EVC or the school contact;
 - f. The names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);
 - g. Copies of a list of group members and their details;
 - h. Details of insurance arrangements and the company's telephone number;
 - i. The name, address and telephone number of the group's accommodation;
 - j. Location of local hospital/medical services.
 - k. Ensure the Chief Operating Officer has a copy of the Risk Assessment

Sports Matches

11. The organisation of sports visits is the responsibility of the Director of Sport who should maintain the relevant Risk Assessments in line with current Health & Safety policy.

Risk Assessments

12. Before undertaking any school trip you are legally required to carry out a written risk assessment. Schools have a duty of care towards pupils and in activity where there is an amount of risk, you will need to show that you have considered, and as a result, taken "all reasonable precautions".
13. This will be by the process of reviewing generic risk assessments which are on the school intranet and compiling a specific risk assessment using the grids provided, for the particular trip which the trip leader produces.
14. Two examples of the sort of information required in risk assessments are enclosed at Appendices B and C; one dealing with all off-site visits and the other with transport. Please read them to give you an idea of a risk assessment if you haven't seen one before and also if you take groups off-site.
15. All trips should have their own risk assessment countersigned by the EVC.
16. **Categorisation of Activities** The risks associated with some adventurous outdoor activities require additional controls to be implemented that would not normally be necessary for general educational visits. The activity categories below will assist in determining when additional controls are required. When deciding which category to place an activity in, attention must be paid to the environment in which the activity will take place. If activities take place adjacent to open water, in winter, or in areas where there are cliffs or dangerously steep ground, the activity should be placed in a higher rated category:
 - a. **Category A**
Activities that present no special risks, e.g. walking in parks or field studies in environments presenting no particular hazards. These visits can be supervised by a teacher competent in general educational visit.
 - b. **Category B**
Activities such as walking in 'open country', camping, cycling on roads or non-remote off-road terrain require leaders to have some basic training and familiarisation with the activity/location. It is recommended that leaders hold the CCPR Basic Leadership Award (BELA) or the South West Mountain and Moorland Committee's Coastal and Countryside Award.
 - c. **Category C**
Activities such as low-level hill or moorland walking, climbing on indoor climbing walls, swimming in sea or inland waters, and all activities that fall within the scope of the Adventure Activities Licensing Regulations, require

leaders to have undergone a recognised training course, have relevant practical experience and have been judged competent by an appropriate NGB or specialist technical adviser.

17. A risk assessment for a visit need not be complex but it should be comprehensive. It does not generally require technical formulae or professional health and safety expertise. But specialised information for some visits may be necessary and therefore the person assessing the risks should be competent to do so. If a member of staff is in any doubt they should speak to the EVC.
18. A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations exposing them to unacceptable levels of risk. Safety must always be the prime consideration. If the risks cannot be contained or mitigated then the visit must not take place.
19. The risk assessment should be based on the following considerations:
 - a. What are the hazards?
 - b. Who might be affected by them?
 - c. What safety measures need to be in place to reduce risks to an acceptable level?
 - d. Can the Group Leader put safety measures in place?
 - e. What steps will be taken in an emergency?
20. The person leading the trip should carry out the risk assessment, record it and give copies to all the staff on the visit, with details of the measures they should take to avoid or reduce the risks. The fact that a copy has been lodged in the risk assessment file and countersigned by the EVC will demonstrate that effective planning has taken place.
21. Trip Leaders and staff are responsible for monitoring the risks throughout the visit and taking appropriate action as necessary. The Risk Assessment is a working/dynamic document.
22. Should a group use an outside contractor or tour operator the Trip Leader must obtain documentary assurance from the operator that they themselves have assessed the risks and have the appropriate safety measures in place.
23. The Trip Leader should take the following factors into consideration when assessing the risks:
 - a. The type of visit/activity and the level at which it is being undertaken;
 - b. The location, routes and mode of transport;
 - c. The competence, experience and qualifications of supervisory staff;
 - d. The ratios of teachers and supervisory staff to pupils;
 - e. The group members' age, competence, fitness and temperament and suitability of the activity;
 - f. The special educational and medical needs of pupils;
 - g. The quality and suitability of available equipment;
 - h. Seasonal conditions, weather and timing;
 - i. Emergency procedures;

- j. How to cope when a pupil becomes unable or unwilling to continue;
- k. The need to monitor the risks throughout the visit.

Other Considerations

24. Code of Conduct for Staff on trips (See Annex F)

25. Staff are reminded that they need to consider one, all or a combination of the following aspects:

- a. Facilities / equipment;
- b. Staff training;
- c. Paperwork;
- d. Transport;
- e. Insurance;
- f. Information to Parents (Annex D);
- g. Information to Pupils (Annex E);
- h. Communication;
- i. Supervision ratios by gender;
- j. Contingency plans;
- k. Emergency arrangements;
- l. Finance;
- m. Safeguarding of students and staff;
- n. Medical arrangements.

26. A Risk Assessment should include, in the order below, the following as a minimum:

- Completed sign-off sheet showing the correct permissions and clearance have been obtained
- Completed cover sheet
- Detailed itinerary – including timings of all activities, departure and return, details of all activities to be undertaken, addresses and telephone numbers of all venues to be visited
- Student participation list
- Medical list for those students on the trip only
- Child Protection Sign-off sheet
- Full risk assessment of all items as listed in the itinerary
- Details of the emergency procedures
- Four follow-up review sheets to be completed and signed off by the trip leader on return, including an evaluation of the trip explaining how it went, what went well, what went wrong, should the trip run again, what would the Trip Leader change or not

Tour Operators

27. Before using a tour operator group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The CAA licenses travel organisers and tour operators selling air seats or packages with an air transport element (ATOL). The

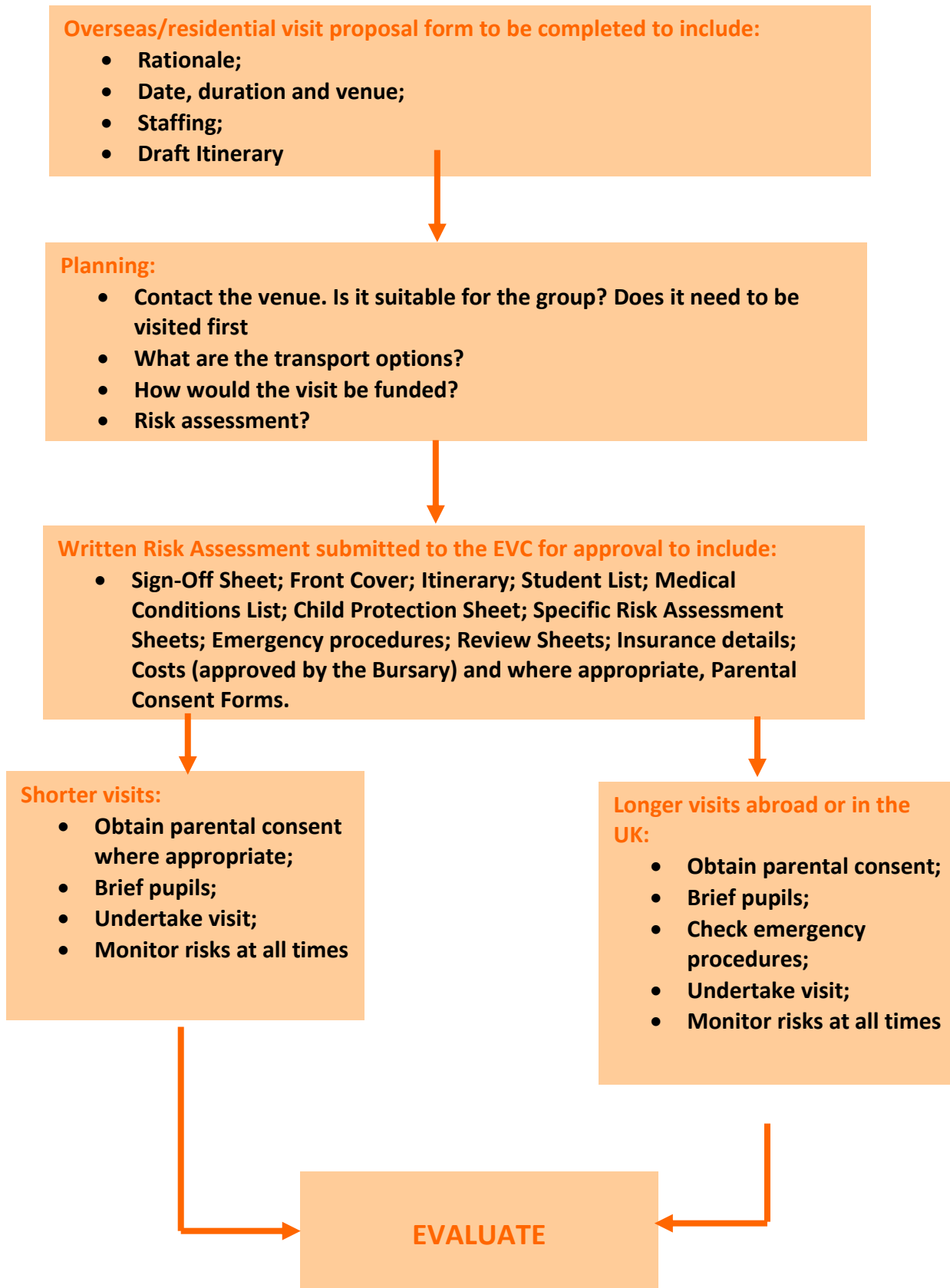
licence is a legal requirement and provides security against a licence holder going out of business.

28. A travel agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But if so the group leader MUST check whether or not the whole package being supplied is covered by the ATOL. If it is not the organiser must show evidence of other forms of security to provide for a refund of advance payments and the cost of repatriation in the event of insolvency.
29. There are seven bonding bodies approved by the Department of Trade & Industry:
 - a. Association of British Travel Agents (ABTA);
 - b. Federation of Tour Operators (FTOT);
 - c. Association of Independent Tour Operators (AITOT);
 - d. Passenger Shipping Association (PSA);
 - e. The Confederation of Passenger Transport (CPT);
 - f. Yacht Charter Association (YCA);
 - g. The Association of Bonded Travel Organisers Trust (ABTOT).

Annex:

- A. Planning the visit flowchart.
- B. Generic Risk Assessment Offsite Visits Example
- C. Generic Risk Assessment Transport Example
- D. Information to Parents
- E. Information to Pupils
- F. Code of Conduct for Staff
- G. Code of Conduct for Pupils
- H. Parental Consent Form (International Trips)
- I. Parental Consent Form
- J. Visit Proposal Form
- K. Overseas/Residential Visit Proposal Form
- L. Supervision Ratios for School Trips
- M. EV Checklist (EVSO)
- N. RA Cover Sheet- Trips (RACST)
- O. RA Cover Sheet – Fixtures & Activities
- P. Child Protection Protocols (EVCPP)
- Q. Specific RA (SRAS)
- R. Actions in the event of an Emergency (AEE)
- S. EV First Aid Record Sheet (EVFAR)
- T. EV Itinerary Change (EVICS)
- U. EV Incident Record (EVIR)
- V. EV Review Sheet (EVRS)
- W. EV & Expedition Staff Guide
- X. Sports Fixtures – RAs
- Y. Handbook for Group Leaders

PLANNING THE VISIT - FLOWCHART



GENERIC RISK ASSESSMENT - ALL EDUCATIONAL VISITS

HAZARD	RISK	PERSO NS AT RISK	CONTROL MEASURES	COMMENTS/ ACTIONS	RESIDUA L RISK RATING
Exposure to weather	Cold injury, heat injury , over exposure to sun	Pupils, staff	<ul style="list-style-type: none"> • Consider possible weather conditions and plan appropriate programme, clothing and equipment (warm and waterproof clothing and, in summer, sun protection) • Plan for pupils who may/ do not bring suitable kit-check before departure and/or bring spares • Daily weather forecast obtained and plans adjusted accordingly 	Provide clear information re suitable clothing and equipment to pupils and parents	Low
Pupil lost or separated from group, inadequate supervision	Injury, death	Pupils	<ul style="list-style-type: none"> • Ensure supervising staff all understand their roles • Ratios in line with school policy • Plan and use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders etc) • Discuss itinerary and arrangements with pupils • Briefing to all on what to do if separated from group • head counts by leaders particularly at arrival/ departure points, and when separating and reforming groups 	Plan supervision before visit and brief staff and pupils	Low
Illness or injury	Illness, injury	Pupils, staff	<ul style="list-style-type: none"> • Student and staff medical details carried by staff • At least 1 Leader with each group first aid trained (minimum 2 day course for residential trips) • Leaders know how to call emergency services • Pupils and parents are reminded to bring individual medication and this is kept securely • first aid equipment carried 	Check first aid certs current. Remind parents/pupils re medication. Medication	Low

			<ul style="list-style-type: none"> • Mobile phones carried if available • Emergency contacts with school/headteacher and parents arranged 	brought by pupils	
Animals, insects, poisonous plants etc	Injury, death	Pupils, staff	<ul style="list-style-type: none"> • Avoid known high risk situations • Take necessary avoidance action if encountered • Ensure those with known allergies carry medication 		Low
Special needs of specific pupils – medical, behavioural	Illness, injury	Pupils	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from school special needs department • Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary 	Use school parental consent form	Low
Indirect/ remote supervision (includes field work, souvenir shopping, theme parks, historic sites etc)	Injury, death	Pupils	<p>IF REMOTE SUPERVISION IS PROPOSED:</p> <ul style="list-style-type: none"> • Check location is suitable for this mode of supervision • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised) • Clear guidelines and emergency procedures set and understood • Pupils remain in pairs or groups (e.g. buddy system - each responsible for named other) • Rendezvous points and times set • Pupils know how to contact staff • Staff understand they are still responsible • Parents informed and consent given 	Included in information to parents	Medium
Leaders' own children	Injury, death	Pupils, other children, staff	<ul style="list-style-type: none"> • If staff or volunteers' families join group, pupil supervision must not be compromised • Staff children are similar age to group and supervised with pupils <u>or</u> separate supervision must be arranged 	Consider before staffing agreed	Low

Return from visits particularly after school hours	Injury, death	Pupils,	<ul style="list-style-type: none"> • Return is pre-planned and parents are informed where to collect pupils from (or it is pre-agreed with parents that older pupils will walk home) • Suitable arrangements are made for any pupils whose parents fail to collect them 	Include in information to parents	Low
Emergencies	Injury, death	Pupils, staff	<ul style="list-style-type: none"> • The school has an emergency plan for dealing with an incident on an educational visit • Contact details of parents, group leader, school and, if appropriate, head teacher/school contact's after-hours number are held by group leader and school contact • Leader and head/school contact has instructions as to what to do in an emergency • Action in the event of an emergency sheet taken on trip 	Ensure all staff understand emergency plan and their role. Pupils briefed appropriately	Low

GENERIC RISK ASSESSMENT - TRAVEL ON EDUCATIONAL VISITS

HAZARD	RISK	PERSO NS AT RISK	CONTROL MEASURES	COMMENTS/ ACTIONS	RESIDUA L RISK RATING
On foot	Injury, death	Pupils, staff	<ul style="list-style-type: none"> • Work on foot planned to avoid fast roads wherever possible • Supervision on pavements, roads and especially crossing of any fast roads is pre-planned • Pupils are briefed re hazards and behaviour required • If abroad, pupils briefed re right-hand traffic and any in-country traffic rules 	Planning, leader and pupil briefing	Low
Coach	Injury, death, separated from group	Pupils, staff	<ul style="list-style-type: none"> • Coach hired from accredited coach company • Coaches have seat belts which staff ensure are used • Buses without seatbelts only used for local journeys and never used on high speed roads • Supervision within school ratios • Suitable embarkation points used (e.g. coach park, onto wide pavement) • Close supervision and head counts during any breaks in journey and getting on and off coach 		Low

Minibus	Injury, death, separated from group	Pupils, staff	<ul style="list-style-type: none"> • Minibus driver has been assessed by school mini bus coordinator • Driver ensures seatbelts are used • Luggage on roof does not exceed 100kg • Luggage in vehicle securely fastened and clear of aisles • If abroad, minibus and drivers' hours follow EC requirements • Care always taken in parking in suitable place for disembarkation • Close supervision and head counts during any breaks in journey and getting in and out of bus • Mini bus driver follows school minibus rules 		Low
Public transport (bus, tram, train, underground etc)	Injury, death, person left behind/ separated from group	Pupils, staff	<ul style="list-style-type: none"> • Identify higher risk points including getting on and off transport and have a specific plan for these including briefed staff and pupils and head counts • Larger parties split into manageable groups. (Unless remote supervision has been agreed), each party with adequate staffing to ensure pupils all get on or off transport safely. For crowded transport situations, such as the London Underground, this can require very high ratios • All staff and pupils know destination and route and what to do if separated from main group • (Unless remote supervision agreed), staff are with pupils in each carriage, deck of bus etc 	Specific plan/risk assessment completed prior to journey Briefing of staff and pupils	Low
Use of private vehicles	Injury, death	Pupils, staff	<ul style="list-style-type: none"> • Driver confirms car is roadworthy • Seatbelts worn at all times • Drivers insurance is suitable for transporting students • Permission obtained from parents 		Low

Service station and other breaks in journey	Injury, death, left behind/ separated from group	Pupils	<p>Brief pupils:</p> <ul style="list-style-type: none"> • Re purpose and timings of stop • How and where to contact staff • Remain in pairs or threes (buddy system - each responsible for named other) • Remind re moving traffic (driving on right abroad) • Careful head count before departure 	Brief pupils and staff	Low
Ferry crossing	Injury death, drowning, separated from group	Pupils	<ul style="list-style-type: none"> • Close supervision on vehicle deck • "Rules" established and pupils briefed especially re open deck area (not permitted in dark or if sea rough) • Remain in 2s/3s (buddy system - each responsible for named other) • Establish a specific seating area/meeting point and have a member of staff there throughout crossing • Explain the ferries emergency procedures (team muster station etc) to the group • Plan arrangements for docking reminding group of numbered stairway to coach deck • Careful head count before disembarkation, • Planned procedure for missing pupils - e.g. member of staff to leave as foot passenger 	Arrange procedures with staff and pupils before arrival at ferry	Low
Use of passenger ferries, pleasure craft etc	Drowning, injury	Pupils, staff	<ul style="list-style-type: none"> • Leader should risk assess journey with reference to size/age of pupils • Consider areas where smaller children could fall (overboard/ down stairways etc) and arrange close supervision • Consider if /when personal buoyancy should be worn • With groups of small children, leader must pre-check craft has sufficient personal buoyancy of appropriate size 	Pre-visit Brief staff and pupils re risks and control measures	Low

Information to Parents

Before residential visits, or when the pupils are to travel abroad or engage in adventure activities parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English.

Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care as that of a prudent parent. The following information on matters that might affect pupil health and safety should be given to parents:

- Dates of the visit;
- Visit's objectives;
- Times of departure and return – parents must have agreed to meet their child on return;
- The location where the pupils will be collected and returned;
- Mode(s) of travel including the name of any travel company;
- The size of the group and the level of supervision including any times when remote supervision may take place;
- Details of accommodation with security and supervisory arrangements onsite;
- Details of provision for special educational or medical needs;
- Procedures for pupils who become ill;
- Names of leader, of other staff and of other accompanying adults;
- Details of the activities planned and of how the assessed risks will be managed;
- Standards of behaviour expected in respect of, for example, alcohol, sexual behaviour, smoking and general group discipline, including prohibited items. This information may take the form of a code of conduct which parents should sign;
- What pupils should not take on the visit or bring back;

- Details of insurance taken out for the group as a whole in respect of luggage, accident cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- Clothing and equipment to be taken;
- Money to be taken;
- The information to be given by parents and what they will be asked to consent to;
- On exchange visits, the details of the host families, for example, whether they have hosted any of the school's pupils before;
- Details on the cost of the visit.

Information to Pupils

The group leader should decide how information is provided, but must ensure that the pupils understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils. Pupils should understand:

- The aims and objectives of the visit/activity;
- The background information about the place to be visited;
- Basic native-language words where appropriate;
- Relevant native-language culture and customs
- How to avoid specific dangers and why they should follow rules;
- Why safety precautions are in place;
- Why special safety precautions are in place for anyone with disabilities;
- What standard of behaviour is expected from pupils;
- Appropriate and inappropriate personal and social conduct including sexual activity;
- Who is responsible for the group;
- What not to bring back either within the UK or from abroad such as drugs, knives etc;
- What to do if approached by anyone from outside the group;
- Rendezvous procedures;
- What to do if separated from the group;
- Emergency procedures.

Code of Conduct for Staff on Trips

1. Members of staff are expected to lead by example.
2. Members of staff should organise a rota so that it is clear who is responsible at what particular time.
3. All staff involved in trips or expeditions should be issued with a copy of the School Rules (version for trips) and the Code of Conduct for Pupils.
4. Members of staff in charge may modify certain rules to suit local conditions, but not to the detriment of general discipline.
5. Members of staff may have free time (e.g. to go out for a meal), but only if sufficient members of staff remain behind to take charge of the pupils.
6. In the above, staff must be in contact by mobile phone, to be available should the need arise.

Code of Conduct for Pupils

1. Members of staff involved in the running of expeditions may temporarily relax certain rules as they see fit, but only where circumstances permit and the good standing of Box Hill School is unlikely to be compromised.
2. Breaches of rules that would normally result in suspension or expulsion at school will automatically result in the telephoning of the parent or guardian and the immediate return of the offender to Box Hill School by the quickest and safest means, at the parents' expense. Suspension or expulsion will normally follow.
3. Repeated offences of a more minor nature may also result in the return of the offender to Box Hill School, providing the member of staff in charge has given him/her clear warning of the consequences of their action.
4. In the event of a pupil's early return the full costs of the course will be met by the parent or guardian, together with any costs incurred by the transfer of the pupil back to Box Hill School.
5. Any medical expenses incurred by a pupil or member of staff as a direct result of inappropriate behaviour by another pupil, will be paid by the parent or guardian of the offender.
6. No pupil should leave the school group without the permission of the member of staff in charge or be out of his/her accommodation without permission during the night.
7. Pupils may not absent themselves from the accommodation or from any activity without a valid reason.
8. All pupils and staff must know what to do in the event of a fire; details should be available in the accommodation and should be brought to pupils' attention by the member of staff in charge.
9. Pupils may be allowed free time in the local vicinity, but must follow the guidelines laid down by the teacher in charge.
10. Pupils should have the contact details (school mobile number) of staff on the trip
11. All pupils on residential trips shall have the address of the place where they are staying.
12. All pupils on overseas expeditions should carry some form of identification.

Parental Consent Form (International Trips)

Important This form must be completed by the parent/ guardian of the participant if the participant is under 18 years of age.		
Name of Participant	Male/Female	
Date of Birth		
Nationality of passport	Passport	
Number		
Address of participant (incl.STD)		Telephone
Postcode		
Emergency contact details during period of Activity		
Name		Tel:
Address		Alternative tel:
Postcode		
Doctor	Tel No (inc STD)	Details of last
Tetanus		injection date
Address		
Postcode		
Please give details of any medical condition/ disability e.g. diabetes, epilepsy or allergies e.g. to medication, plasters etc.		
Please give details of current treatment including medication.		
Details of any special dietary requirements.		

Statement

I acknowledge receipt of and understand the information regarding the proposed

visit/ activity to and consent to

.....participating.

I have ensured that my child/I understand(s) the information for their safety and the safety of the group and that any rules and instructions given by staff are obeyed. I undertake to inform the leader of any changes in the fitness or suitability of the participant prior to the date of departure.

I accept full financial responsibility if they have to return home before the end of the trip because of inappropriate behaviour and have arrangements for this in place if it occurs.

I am in agreement that those in charge may give permission for the participant to receive medical treatment in an emergency.

SignedParent/Guardian

Date

Parental Consent Form

<p>Important This form must be completed by the parent/guardian of the participant if the participant is under 18 years of age.</p> <p>Name of Participant</p> <p>Male/Female</p> <p>Date of Birth</p>		
Address of participant Telephone (incl.STD)		
Postcode		
Emergency contact details during period of Activity		
Name Address Tel:	Tel: Alternative	
Postcode		
Doctor last Tetanus Date Address Postcode	Tel No (inc STD)	Details of injection
Please give details of any medical condition/disability e.g. diabetes, epilepsy or allergies e.g. to medication, plasters etc.		
Please give details of current treatment including medication.		
Details of any special dietary requirements.		

Statement

I acknowledge receipt of and understand the information regarding the proposed visit/activity to and consent toparticipating.

I have ensured that my child/I understand(s) the information for their safety and the safety of the group and that any rules and instructions given by staff are obeyed. I undertake to inform the leader of any changes in the fitness or suitability of the participant prior to the date of departure.

I accept full financial responsibility if they have to return home before the end of the trip because of inappropriate behaviour and have arrangements for this in place if it occurs.

I am in agreement that those in charge may give permission for the participant to receive medical treatment in an emergency.

SignedParent/Guardian

Date

Visit Proposal Form -COURSE/ACTIVITY REQUEST

DEPT/AREA:

Request from:

Course/Activity:

Date:

Time:

Venue:

Course Provider:

Cost:

Source of funding:

Recharge:

Dept Budget:

Other:

**Transport
Arrangements:**

Participants:

STAFF	PUPILS
	Names and Tutor Groups

Rationale:

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Action:

Approved

Comment:

Signed:

Not Approved

Comment:

Signed:

This form, once completed and signed, must be lodged with the Compliance Officer in advance of the production of the formal Risk Assessment.

Overseas/ residential Visit Proposal Form

If you are planning to run a residential or overseas trip, you must complete this form and return to the Head Teacher's PA for SLT approval.

Visit Proposal (Name / place / subject) (eg "Geography trip to Loire Valley")	
Dates of Visit:	Out Return
Visit Co-ordinator/Leader (This should normally be the subject specialist)	
Staff in accompaniment (Number and names in principle)	
Student Year Group(s)	
Rationale for trip (Educational/ Curricula Value of Visit) Please attach a draft itinerary	
Staff Signature	
Print Name	

Once SLT have discussed the proposal, you will be informed of the decision.

Please do not discuss the visit with parents or pupils until the trip viability has been agreed.

SLT Response

The dates have been approved by the Deputy Head	Date: Signed by
Financial planning proposal has been approved by the School Accountant	Date: Signed by
The visit has been approved by SLT	Date: Signed by SLT member:
The visit has not been sanctioned by SLT for the following reasons:	

This form, once completed and signed, must be lodged with the Compliance Officer in advance of the production of the formal Risk Assessment.

Supervision Ratios for School Trips

The following ratios are guidelines for school trip organisers. If a trip is planned which would deviate significantly from these ratios, prior permissions should be sought from the EVC/Headmaster.

The appropriate level of staffing for a given school trip will be affected by the age and nature of the pupils, the experience of the member of staff, the nature of the activities on the trip, etc.

Recommended staff : pupil ratios for non-technical trips

NATURE OF TRIP	Year 7-9	Year 10-11	Year 12-13
VISITS TO INDOOR ATTRACTIONS (Theatre, cinema, museums, etc.)	1:12	1:15	1:15-20
VISITS ABROAD	1:10	1:10	1:10
RESIDENTIAL VISITS	1:10	1:10	1:10
OUTDOOR TRIPS: see operating procedures or NGB advice for specific activity, but these are general guidelines.	1:15	1:15	1:15
WALKING: Lowland/countyside	1:12	1:15	1:15
WALKING: Mountain or moorland	1:10	1:10	1:10
SWIMMING	1:10	1:10	1:10

Recommended staff:pupil ratios for specialist outdoor trips

ACTIVITY	MAX NO. OF PUPILS
Summer walking	15
Winter walking	10
Mountain scrambling	8
Single pitch climbing	10
Canoeing, flat water, slow-moving rivers or sheltered sea	8
Kayaking, flat water, slow-moving rivers or sheltered sea	8
Kayaking, sea journeys or large lakes	6

Educational Visit Check List and Sign-Off Sheet (EVSO)

Educational Visit: _____

Visit Leader: _____ Date(s): _____

Action:	Date presented by Trip Leader (inc. signature):	Date approved or received (inc. signature):
1. Agreement from HoD		
2. Approved by Deputy Head/SLT		
3. Chief Operating Officer Informed (residential and overseas trips)		
4. Compliance Officer Informed		
5. Risk Assessment to EVC for review and signing		
6. Copy to Reception		
7. Copy to School Contact		
8. EVSO checked by EVC or SLT		
9. Post Visit Review Completed		
10. Original Lodged with Compliance Officer		

It is the school's policy that this sheet be completed by trip leaders for any Educational Visit that leaves the school premises. On Completion of the Educational Visit, this form must be attached to the front of the original Risk Assessment which must then be returned to the Compliance Officer for certifying as complete and for filing.

Points one to seven above must be completed and signed prior to the visit commencing.

Annex N

RISK ASSESSMENT COVER SHEET - TRIPS (RACST)

Section 1

Event:

Day/Date of Event:

Address of Event:

Student Numbers:

Staff with overall trip responsibility:

Their mobile number:

Other Staff Involved: 1.

Their mobile numbers: 1.

2.

2.

3.

3.

Proposed Departure Time:

Expected Return Time:

Staff Liaison at School:

Their mobile number:

Mode of Transport:

MINIBUS - Please indicate bus(es) allocated: 1_____ 2_____ 3_____ 4_____.

Train ☐ Departure/Return Station _____ Destination Station _____

Private Vehicle ☐ Reg. _____ **Coach** ☐ Company _____ Tel No. _____

Other (please specify) _____

Section 2

I CONFIRM THE FOLLOWING (tick boxes) :-

☐ a) Approval has been received from Directors/SMT if not on School Calendar

☐ b) I have attached an itinerary

☐ c) I have attached the risk assessments specific to this trip/event

Print Name: _____ Signed: _____ Date : _____

Section 3

Having reviewed the attached Risk Assessment, substantive approval is granted for this event to take place subject to following conditions:

a)

b)

_____ signed EVC

Date:

NB This section to be completed and signed by the EVC 5 days before departure.

Section 4

FINAL AUTHORISATION FOR TRIP

Declaration by the trip leader :-

I have read the school's Handbook for Group Leaders which is a distillation of, but not a substitute for, current government guidelines. I am conversant with all the guidelines and agree to conform with the requirements therein.

Print Name _____ Signed _____ Date _____

Declaration by EVC :-

I have read through and checked this Risk Assessment and confirm that all appears in order. I authorise this trip according to the details attached and subject to Section 5 below being completed prior to departure.

Print Name _____ Signed _____ Date _____

Section 5

PRE-DEPARTURE ADMIN

- | | |
|--|--------------------------|
| An ACCURATE STUDENT LIST is attached detailing all students involved | <input type="checkbox"/> |
| A Detailed itinerary is attached – including details of student briefing | <input type="checkbox"/> |
| A RISK ASSESSMENT will be taken on visit by each member of staff | <input type="checkbox"/> |
| MEDICAL INFORMATION has been obtained for all students on the trip | <input type="checkbox"/> |
| EMERGENCY & MEDICAL procedures are known to all staff on trip | <input type="checkbox"/> |
| | |
| I am in possession of contact details for the staff liaison member | <input type="checkbox"/> |
| A MEDICAL BAG will be taken on this trip | <input type="checkbox"/> |
| A copy of this Risk Assessment has been left with the 'contact staff member' | <input type="checkbox"/> |
| A copy of this Risk Assessment has been left at reception | <input type="checkbox"/> |

Print Name _____ Signed _____ Date _____

Sections 4 and 5 of this form must be completed and signed by the trip organiser prior to departure. On return from your visit if you think there are any improvements that we can make to the Risk Assessment templates you should contact the EVC on

JagoO@boxhillschool.com

ACTIVITIES/FIXTURES RISK ASSESSMENT COVER SHEET

Section A

Activity/Fixture : _____

Address of Event: _____

Day/Date of Event : _____

Student Numbers (please attach a **FULL** list of students to this form): _____

Staff member with overall responsibility for trip: _____

Other Staff Involved: _____

Departure Time: _____

Expected Return Time: _____

Staff Liaison at School : _____ Their telephone contact: _____

Mode of Transport : MINIBUS – indicate Reg. of allocated vehicle(s) _____

Private Car ☐ Reg.: _____ Other (please specify) _____

Coach ☐ Company _____ Tel No.: _____

Section B

I CONFIRM THE FOLLOWING (tick boxes) :-

This is part of the school's sports fixture programme ☐ OR

This is an approved activity as part of the school's activities programme ☐

The following boxes must be ticked prior to approval being given :-

Please indicate mobile(s) contacts you are taking :-

A RISK ASSESSMENT has been completed and will be taken on visit ☐

MEDICAL INFORMATION has been obtained for all students on the trip

All EMERGENCY & MEDICAL procedures are known to all staff on trip ☐

I am in possession of contact details for the staff liaison member ☐

An ACCURATE LIST is attached detailing all students involved ☐

A MEDICAL BAG will be taken ☐

Section C

Substantive approval is granted for this activity/fixture

Signed: _____ EVC Date : _____

Please leave a copy of this cover sheet and relevant attachments at the main reception PRIOR to departure.

Child Protection Protocols Educational Visits and Expeditions (EVCPP)

Box Hill School has a full and active programme of visits and expeditions. We seek to safeguard the welfare of all people regardless of age when out of the school environment with the same level of care as we do in school.

Staff are required to read, sign that they have read and note the following:

YOU MUST

- Treat all children and young people with respect
- Provide a good example of good conduct you wish others to follow
- Ensure that wherever possible you are not alone with a young person
- Respect a young person's right to privacy
- Remember that someone else might misinterpret your action, however well intentioned
- Remember that students of the school must not be housed in mixed sex accommodation
- Be aware that staff and students should not share the same room/ tent or other individual piece of accommodation
- Check that at least one adult of each gender is available for supervision at all times in mixed gender group
- Be aware that even caring physical contact with a child or young person (eg a hug to provide comfort) may be misinterpreted
- Recognize that special caution is required in moments when you are discussing sensitive issues with children or young people

YOU MUST NOT

- Have inappropriate physical or verbal contact with children or young people unless to provide assistance, support or prevent accident and injury during an activity. Even then contact should be minimal and appropriate to the situation or task and in the presence of another member of staff or responsible adult
- Remove or assist in removing articles of clothing apart from waterproof jackets or similar. In extreme cases (such as First Aid needed) the removal of clothing should be done with another responsible adult present where practicably possible.
- Use physical or verbal abuse at any time
- Jump to conclusions without checking the facts
- Be in an isolated location with no other responsible adult present
- Show favouritism to any individual
- Take the chance when common sense, policy or practice suggests another more prudent approach

- Deviate from the agreed and signed Risk Assessment unless there is a safety issue which necessitates this and then only in consultation with other staff members on the trip
- Ignore the child protection guidelines of Box Hill School.

I confirm that I have read and understood this document

Signed:

Print name:

Date:

Signed:

Print name:

Date:

Signed:

Print name:

Date:

Signed:

Print name:

Date:

**BOX HILL SCHOOL SPECIFIC RISK ASSESSMENT FOR SCHOOL LED
EDUCATIONAL VISIT/ACTIVITY (SRAS)**

TRIP

Page _____

HAZARD	RISK	PERSONS AT RISK	CONTROL MEASURES

This risk assessment for school use identifies specific risks associated with this particular visit, including travel, sites, activities and the group of pupils.

LOCATION OF VISIT:

DATE OF VISIT(S):

ASSESSMENT CARRIED OUT BY: NAME
DATE

SIGNED:

ACTIONS IN THE EVENT OF AN EMERGENCY ON A SCHOOL TRIP (AEE)

Guidance on Emergency Procedures

A copy of the following guidelines must be taken by all party leaders and their deputies. This plan is included in the Schools Visits Policy.

- Establish nature and extent of the emergency
- Make sure that all other members of the party are accounted for and safe.
- If there are injuries, establish their extent and administer first aid (if you have been trained or feel capable - but be aware of consequences that might follow were you to give incorrect treatment).
- Establish names of the injured and call relevant emergency services
- Advise other party staff of the incident and that emergency procedures are in operation.
- Ensure that an adult from the party accompanies casualties to hospital
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base.
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for.
- Control access to telephones until contact is made with the Headmaster, Deputy Headmaster or Bursar and until they have had time to contact those directly involved. Pass full details of the incident (name, nature, date and time of incident, location of incident, details of injuries, names and telephone numbers of those involved, action taken so far).
- Initial emergency Contact - Stuart Ansell COO

01372 385004 or 07772 037449
- Telephone numbers for future communication (identify alternate telephone numbers in case telephone lines become jammed).

- The school will arrange to contact the parents of those involved. In serious incidents the parents of all party members should be informed.
- Media:
- A designated person should act as the point of contact with the media to whom all involved should direct questions.
- Under no circumstances should the name of any casualty be divulged to the media.
- The Party Leader should write down as soon as practicable all relevant details. A record should be made of any witnesses. Any associated equipment should be kept in its original condition.
- Legal liability should not be discussed or admitted.
- All accident forms should be completed and insurers and HSE or Local Authority inspectors should be contacted.
- Inform parents of any delays that will be necessitated.

Annex S to
Visits Policy
Dated 02.03.2023

Educational Visits First Aid Record Sheet (EVFAR)

Please record here any first aid treatment given. Please sign and date each entry

Day 1
Signed: _____ Date: _____
Day 2
Signed: _____ Date: _____
Day 3
Signed: _____ Date: _____

Annex T to
Visits Policy
Dated 02.03.2023

Educational Visits Itinerary Change Sheet (EVICS)

Please record here any changes to the published itinerary and reasons for changes. Please sign and date each entry

Day 1
<div style="display: flex; justify-content: space-between;"><div>Signed: _____</div><div>Date: _____</div></div>
Day 2
<div style="display: flex; justify-content: space-between;"><div>Signed: _____</div><div>Date: _____</div></div>
Day 3
<div style="display: flex; justify-content: space-between;"><div>Signed: _____</div><div>Date: _____</div></div>

Annex U to
Visits Policy
Dated 02.03.2023

Educational Visit Incident Record (EVIR)

Please record here any other items which need to be noted. Please sign and date each entry

Day 1	<div style="display: flex; justify-content: space-between;"> Signed: _____ Date: _____ </div>
Day 2	<div style="display: flex; justify-content: space-between;"> Signed: _____ Date: _____ </div>
Day 3	<div style="display: flex; justify-content: space-between;"> Signed: _____ Date: _____ </div>

Annex V to
Visits Policy
Dated 02.03.2023

Educational Visit Review Sheet (EVRs)

On completion of and return from the visit, please record here any amendments that should be taken into consideration for future visits of this nature or to this venue. Please sign and date

Day 1
<div>Signed: _____ Date: _____</div>
Day 2
<div>Signed: _____ Date: _____</div>
Day 3
<div>Signed: _____ Date: _____</div>

EDUCATIONAL VISITS AND EXPEDITIONS

Any member of staff wishing to organise a school visit involving pupils must follow the process and protocols outlined below. Failure to do so may lead to the trip being cancelled, including on the intended day of departure, and may involve an investigation into any failings by the Governors' Health and Safety Committee.

The protocols outlined below are designed to protect staff who willingly give of their time to promote the wider educational opportunities, visits and expeditions provided for students. Although appearing to be bureaucratic the forms are hopefully easy to use. All documents are stored on the 'Shared Documents' area of the school Intranet.

On starting to plan a trip, staff must start to fill out form EVSO – Educational Visit Check List and Sign-Off Sheet – and follow the process outlined below.

On receiving approval for a visit to take place the organising member of staff must undertake a full Risk Assessment which must be signed and approved by the Educational Visits Coordinator. The relevant forms for completion of Risk Assessments can be found on the 'Shared Documents' area of the school Intranet. The EVC will take you through the process for completing the forms, or give guidance, should you require assistance.

The process:

1. Permission and agreement sought from Head of Department
2. Approval for the trip obtained from Deputy Head. Requests must be submitted in writing on the appropriate form
3. The Compliance Officer to be informed
4. Risk Assessment completed and signed by EVC at least **five days** in advance of the trip.
5. Copy of Risk Assessment to be left at Reception
6. Copy of Risk Assessment to be left with school contact
7. Form EVSO to signed off by EVC or SLT member before departure
8. On return a Post Visit Review Sheet (EVRS) to be completed and attached to the original Risk Assessment
9. Original copy of the Risk assessment to be signed handed to Compliance Officer and signed-off as complete

This process will ensure that the school and all staff are fully compliant with the statutory

requirements laid down for inspection purposes

Risk Assessment Document

The Risk Assessment document which must be completed should be put together with the following documentation and in the following order:

1. Educational Visit Check List and Sign-Off Sheet (EVSO)
2. Risk Assessment Cover Sheet (RACST)
3. A full Itinerary for the trip including departure and return times and details of the student briefing
4. A full student and staff list
5. Medical Conditions list for students and staff on the trip – to include a note if there are none. This information is stored centrally and updated regularly by the Nurses.
6. Child Protection Protocols on Educational Visits and Expeditions Sheet (EVCPP) signed by all staff who are part of the trip
7. The Specific Risk Assessment For School Led Educational Visits Sheet(s) (SRAS) as necessary. These should be completed as fully as possible and should include comprehensive detail of the Risks Assessed in line with the Itinerary
8. Actions in the Event of an Emergency sheets (AEE)
9. Educational Visits First Aid Record Sheet (EVFAR) – on which any first aid administered to any student or member of staff on the trip must be recorded
10. Educational Visits Itinerary Change Sheet (EVICS) - on which any changes to the risk assessed itinerary during the trip must be recorded
11. Educational Visit Incident Record (EVIR)- on which any incident involving a student or member of staff on the trip, not covered by the forms above, must be recorded
12. Educational Visit Review Sheet (EVRS) – which must be completed and signed by the trip leader on return and before handing the original document to the Compliance Officer

The EVC will want to see all the above documentation together in one document before the Risk Assessment is signed and permission to leave on the trip is granted.

There are a number of generic risk assessments on the 'shared area' of the school website which may have the relevant information extracted from them and inserted into form SRSS. It is the responsibility of the trip leader to compile the risk assessment for their trip and it must be 'specific' to that particular event.

Should staff have any queries or concerns in putting together a risk assessment for a trip then they should approach the EVC who will be only too willing to offer advice and support.

SPORTS FIXTURES AND ACTIVITIES - RISK ASSESSMENTS

Any member of staff taking a sports fixture to another school, or undertaking an activity that is off-site, must have a current Risk Assessment in place. In addition it is a requirement that a cover sheet and an accurate list of students involved is left at Reception each week.

There is no requirement to complete a full risk assessment for each fixture or each week's activity but one copy must be filed at the start of each term with the Compliance Officer and one copy must be held by the member of staff undertaking the fixture/activity. The Risk Assessment should include:

- Risk Assessment Cover Sheet – Activities/Fixtures
- Specific Risk Assessment Sheet (SRAS)
- Form EVCPP signed by staff
- Actions in the Event of an Emergency

Risk assessments lodged at the start of term will not require student names attached as the sheets left weekly at Reception will be filed and stored there for cross reference.

Risk assessments for sports fixtures should be held by the PE Department and can be used as a basis for each individual team with minor alterations – please include all probable transport options.

For activities, members of staff must complete their own risk assessments but may adapt ones that have been previously used and updated. It is good practice to review these regularly and update as necessary.

With regard to the forms EVFAR, EVICS, EVIR these are not required as a matter of course on the initial risk assessment lodged with the Compliance Officer. These forms may be completed by exception and dealt with as follows:

- In the event of a student requiring first aid on a fixture or activity then form EVFAR should be completed and added to the sheet left at Reception. On return to school the student should be seen by a school nurse and the incident recorded by them in the appropriate documentation

- In the event of any change to itinerary then form EVICS should be completed and added to the list for that day held at Reception
- Form EVIR should be completed if there is an incident on a fixture – this may include any disciplinary measure enforced by officials/staff at matches that should be dealt with on return to school. A copy of form EVIR should then be passed to the Head of Department who would be responsible for applying disciplinary sanctions and a copy added to the daily list at Reception for filing
- At the end of each term, form EVRS should be completed and signed before being added to the original copy held by the Compliance Officer who will follow-up on any documentation that is incomplete. **Any update to an activity risk assessment should be indicated in the footer of the relevant page and dated.**

Educational Visits, Activities and Sports Fixture Risk Assessment Process

Educational Visits:

- Permission obtained from HoD or line manager
- Visit sanctioned by Directors
- Trip leader registers details of trip with Compliance Officer – the Compliance Officer retains a database of trips which are planned and have taken place
- Full Risk Assessment undertaken and presented to EVC for approval
- Copies of RAs given to school contact, reception and all staff on trip
- Final sign-off by EVC or SLT member before departure
- Completion of review sheets on return
- Original copy lodged with Compliance Officer within 72 hours of return and following completion of all review sheets, ensuring that any significant changes to the agreed arrangements, or significant events that took place, are appropriately recorded and signed by the trip leader
- Compliance Officer to check all paperwork is fully completed and sign-off before filing and retaining for reference and inspection
- Compliance Officer to follow-up on any documentation not returned after 72 hours and to report immediately any omissions of information from the documentation, or failure to return, to the Bursar
- Bursar to undertake regular half termly inspections of the trips database and the filed documentation and sign the register accordingly
- Files to be retained by Compliance Officer for three years

Activities:

- Off-site activities list produced indicating all those requiring RAs to be completed. Copy sent to Compliance Officer by Activities Assistant (Helen Sage at present)
- The Compliance Officer will create and maintain an up-to-date register
- Staff responsible for each activity to provide RA to Compliance Officer prior to first running of the activity

- Compliance Officer to ensure all RAs completed and filed by end of first week of term
- Each member of staff responsible for an activity will append a current register to the appropriate RA Cover Sheet and leave a copy at reception before each activity session. These copies will be used as reference on the afternoon of the fixture and then filed by Reception
- The Compliance Officer will ensure that at the end of each term the weekly lists are filed along with the original RAs for the statutory three year period
- Bursar to check and sign-off the register against activity list on a termly basis

Sports Fixtures:

- Fixture programme for the term to be provided by the PE Dept before the start of each term
- Risk Assessments for all scheduled sports team matches will be produced by the PE Dept at the start of each term and lodged with the Compliance Officer who will maintain an up-to-date register
- The Compliance Officer will ensure that all the relevant RAs for any given term are lodged with him by the end of the first week of each term. Liaison with the PE Dept. will be essential
- Each member of staff responsible for a team will have a copy of the RA for each away fixture and will append a current team sheet to a copy of the RA to be left at reception before each match. These copies will be used as reference on the afternoon of the fixture and then filed by Reception
- The Compliance Officer will ensure that at the end of each term the weekly lists are filed along with the original RAs for the statutory three year period
- Bursar to undertake regular termly inspections of the fixtures database and the filed documentation and sign the register accordingly

HANDBOOK FOR GROUP LEADERS

INTRODUCTION

The purpose of this handbook is to provide practical information that might be helpful to group leaders and others, day to day, whilst taking part in an educational visit. It adds to and brings together in one place, the advice for group leaders that is available from a number of Government websites.

The handbook does not seek to replace local or other professional guidance or regulations. No guidance should be taken as an authoritative interpretation of the law. That is for the courts.

The handbook includes advice on supervision, ongoing risk assessment, emergency procedures, and some specific types of visit. It is not a training manual and it is recommended that all group leaders seek the advice they feel essential in helping them feel competent and confident before taking pupils on educational visits.

Suitable sources of advice may include:

Heads of Department

The school's Educational Visits Coordinator

The Senior Leadership Team

Experienced staff who have undertaken a similar trip previously

Any of the documents and websites indicated in the appendix to this document

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SUPERVISION

Responsibility

The Group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- ◆ allocate supervisory responsibility to each adult for named pupils;
- ◆ ensure that each adult knows which pupils they are responsible for;
- ◆ ensure that each pupil knows which adult is responsible for them;
- ◆ ensure that all adults understand that they are responsible to the group leader for the supervision of the pupils assigned to them;
- ◆ ensure that all adults and pupils are aware of the expected standards of behaviour.

It is good practice for each supervisor to:

- ◆ have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities;
- ◆ carry a list/register of all group members;
- ◆ directly supervise the pupils (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- ◆ regularly check that the entire group is present;
- ◆ have a clear plan of the activity to be undertaken and its educational objectives;
- ◆ have the means to contact the group leader/other supervisors if needing help;
- ◆ have prior knowledge of the venue – the group leader should normally have made an exploratory visit, see *Standards for LEAs in Overseeing Educational Visits*;
- ◆ anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary;
- ◆ continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the

prevailing conditions;

- ◆ be competent to exercise appropriate control of the group, and to ensure that pupils abide by the agreed standards of behaviour;
- ◆ clearly understand the emergency procedures and be able to carry them out;
- ◆ have appropriate access to First Aid;

Each pupil should:

- ◆ know who their supervisor is at any given time and how to contact him or her;
- ◆ have been given clear, understandable and appropriate instructions;
- ◆ rarely if ever be on their own;
- ◆ alert the supervisor if someone is missing or in difficulties;
- ◆ have a meeting place to return to, or an instruction to remain where they are, if separated;
- ◆ understand and accept the expected standards of behaviour.

Head counts etc.

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- ◆ carry a list/register of all pupils and adults involved in the visit at all times;
- ◆ ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- ◆ avoid identification that could put pupils at risk e.g. name badges (though some schools find it useful to provide pupils with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- ◆ ensure that all pupils are aware of rendezvous points;
- ◆ ensure all pupils know what to do if they become separated from the group.

'Buddy' system

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

Remote Supervision

Supervision can be close or remote but is always 24 hours:

- ◆ close supervision occurs when the group remain within sight and contact of the supervisor;
- ◆ remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- ◆ down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised - the supervisors continue to be in charge;
- ◆ it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- ◆ groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures.
Remote supervision will normally be the final stage of a phased development programme;
- ◆ pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- ◆ clear and understandable boundaries will be set for the group;
- ◆ there must be clear lines of communication between the group, the supervisor

and the school. Do not rely exclusively on mobile phones;

- ◆ the supervisor should monitor the group's progress at appropriate intervals;
- ◆ the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- ◆ there should be a recognisable point at which the activity is completed;
- ◆ there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

Rearranging Groups

Potential danger points can occur when rearranging groups. In particular:

- ◆ when a large group is split into smaller groups for specific activities;
- ◆ when groups transfer from one activity to another and change supervisor;
- ◆ during periods between activities;
- ◆ when small groups re-form into a large group.

It is therefore important that the supervisor:

- ◆ clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- ◆ clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

Down Time

Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ◆ ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ◆ ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities;
- ◆ ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- ◆ use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- ◆ use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- ◆ apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision;
- ◆ occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

Night Time

Group leaders should ensure that:

- ◆ the group’s immediate accommodation is exclusively for the group’s use;
- ◆ teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils’ accommodation;
- ◆ there is a teacher present on that floor whenever the pupils are there;
- ◆ child protection arrangements are in place to protect both pupils and staff;
- ◆ where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- ◆ in the absence of 24 hour staffing of reception, external doors must be made

secure against intrusion and windows closed as necessary to prevent intrusion;

- ◆ where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times;
- ◆ where pupils' doors are locked, teachers have immediate access, as necessary, to a master key;
- ◆ all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don't be lulled into a sense of false security by local assurances, such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcome attention that is unusual in the locality.

Travel

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- ◆ transport by road has seat belts and that the pupils wear them;
- ◆ there is adequate supervision at all times when travelling;
- ◆ supervisors are reserved seats that allow them to supervise properly
- ◆ pupils are supervised when boarding and leaving;
- ◆ extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- ◆ standards of behaviour are met, and in particular that drivers are not distracted
- ◆ smoking/alcohol etc. bans are observed;
- ◆ pupils are occupied on long journeys – this will help the journey pass quickly;
- ◆ evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- ◆ there are adequate rest stops for drivers;
- ◆ head counts are carried out when the group is getting off or onto transport.

ONGOING RISK ASSESSMENT

Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The group leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site specific risk assessments

It is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

Check the local weather forecast

- ◆ to inform decisions on appropriate clothing;
- ◆ to be aware of whether water activities might be in areas prone to flash floods, high winds etc.;
- ◆ to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

Seek local knowledge of potential hazards, e.g.

- ◆ tides;
- ◆ rivers/streams prone to sudden increases in flow;
- ◆ difficult terrain;
- ◆ crossing points for road, rail or water;
- ◆ unstable cliffs.

Plan B

- ◆ good forward planning will always include alternative plans in case the itinerary needs to be changed;
- ◆ a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances;
- ◆ group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- ◆ regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;
- ◆ on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from the transport;
- ◆ an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

Behaviour problems, illness or injury

- ◆ poor behaviour may be reduced by ensuring that all pupils are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit;
- ◆ educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school. But the group leader should resist any temptation to accept lower standards of behaviour. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom;
- ◆ if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- ◆ group leaders should trust their own knowledge of the young people and use

their own professional judgement;

- ◆ this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

EMERGENCY PROCEDURES

Preparation

By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group leader to:

- ◆ follow the actions outlined in the event of an emergency by school policy;
- ◆ ensure that all members of the group know what action to take if there is a problem;
- ◆ hold evening briefings with supervisors to discuss issues for the next day;
- ◆ spend time early the next morning explaining arrangements to the pupils;
- ◆ hold, or ensure that other adults in the group hold, up-to date competence in first aid and other life-saving competence as necessary for the activities;
- ◆ ensure that the first aid kit is properly stocked and accessible
- ◆ ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them
- ◆ be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
- ◆ recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep;
- ◆ if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- ◆ in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;

- ◆ ensure that drivers take adequate rest breaks on long journeys;
- ◆ ensure that all pupils understand and follow the code of conduct;
- ◆ practice emergency drills e.g. evacuation of mini-bus;
- ◆ if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The main factors to consider include:

- ◆ establish the nature and extent of the emergency as quickly as possible;
- ◆ ensure that all the group are safe and looked after;
- ◆ establish the names of any casualties and get immediate medical attention;
- ◆ ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- ◆ notify the police if necessary;
- ◆ ensure that all group members who need to know are aware of the incident;
- ◆ ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
- ◆ inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit;
- ◆ details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- ◆ school contact should notify parents, providing as full a factual account of the incident as possible;
- ◆ notify insurers, especially if medical assistance is required (this may be done by the school contact);

- ◆ notify the British Embassy/Consulate if an emergency occurs abroad;
- ◆ ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- ◆ write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- ◆ keep a written account of all events, times and contacts after the incident;
- ◆ complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate;
- ◆ no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to a designated media contact in the home area;
- ◆ no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from their LEA;
- ◆ keep receipts for any expenses incurred – insurers will require these.

ADVICE ON SPECIFIC ACTIVITIES

Coastal visits

The group leader will want to bear the following points in mind when assessing the risks of a coastal activity:

- ◆ tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- ◆ group members should be aware of warning signs and flags;
- ◆ establish a base on the beach to which members of the group may return if separated;
- ◆ look out for hazards such as glass, barbed wire and sewage outflows etc;
- ◆ some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;

- ◆ cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a “buffer zone” between the pupils and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- ◆ group leaders should not normally allow pupils to ride mountain bikes on any route that is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;
- ◆ the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

Swimming in the sea or other natural waters

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised by appropriately qualified staff.

It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, group leaders should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The group leader should:

- ◆ be aware that many children who drown are strong swimmers;
- ◆ ascertain for themselves the level of the pupils’ swimming ability;
- ◆ check the weather;

- ◆ look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- ◆ designate a safe area of water for use by the group;
- ◆ brief the group about the limits of the swimming area;
- ◆ avoid crowded beaches where it is harder to see pupils;
- ◆ be aware of the dangerous effects of sudden immersion in cold water;
- ◆ be aware of the dangers of paddling especially for young pupils;
- ◆ ensure that pupils have not eaten (at least half an hour) before swimming;
- ◆ ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- ◆ adopt and explain the signals of distress and recall;
- ◆ ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- ◆ carry out regular head counts;
- ◆ be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should

- ◆ have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- ◆ take up a best position from which to exercise a constant vigilance;
- ◆ divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- ◆ give the children their full, undivided attention;
- ◆ always follow the advice or directions of a lifeguard;
- ◆ never swim themselves unless it is to help a child in distress;
- ◆ not join in any of the children's games;
- ◆ ensure that no child is allowed to wade out or swim further than his or her waist height;

- ◆ nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ◆ ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;
- ◆ recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

Farm Visits

Group Leaders should check the provision at the farm to ensure that

- ◆ eating areas are separate from those where there is any contact with animals;
- ◆ there are adequate clean and well-maintained washing facilities;
- ◆ there is clear information for visitors on the risks and the precautions to take.

Ensure that

- ◆ there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- ◆ all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- ◆ shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- ◆ place their faces against the animals;
- ◆ put their hands in their own mouths after touching or feeding the animals;
- ◆ eat or drink while going round the farm;
- ◆ eat or drink until they have washed their hands;
- ◆ sample any animal foodstuffs;
- ◆ drink from farm taps (other than in designated public facilities);
- ◆ touch animal droppings - if they do then wash and dry hands;
- ◆ ride on tractors or other machines;
- ◆ play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

FURTHER INFORMATION

Please feel free to look at the following sites for further detailed guidance and sources of useful information:

Health and Safety on Educational Visits – gov.uk

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

National Guidance for the Management of Outdoor Learning and Off-site Visits

<https://oeapng.info/guidance-documents/>

Information about adventure activity providers covered by the Adventure Activities Licensing Scheme

<http://www.hse.gov.uk/aala/>

The Royal Lifesaving Society UK

<http://www.rlss.org.uk>

The Duke of Edinburgh's Award has its own clear structure, procedures and guidelines

<http://www.dofe.org>

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