



# RUCKLEIGH SCHOOL



## EDUCATIONAL VISITS POLICY

Ruckleigh School believes that education visits, speakers in school and holding in-school workshops support and enrich the curriculum.

In particular, pupils can derive a good educational benefit from taking part in visits which provide the opportunity to undergo experiences not available in the classroom. However, with the benefits there are risks associated with being responsible for children out of school. This policy is written to help staff to ensure that pupils stay safe and healthy on school trips.

This policy takes into account the school's documentation with particular regard to Health and Safety Policy, Crisis Management Plan and DfEE Health and Safety of pupils on Educational Visits – a copy of which is available from the Health and Safety Co-ordinator and the school office.

### **AIMS OF TRIP**

- ❖ To support and enrich the curriculum
- ❖ To enhance learning opportunities
- ❖ To provide the opportunity for pupils to undergo experiences not available in the classroom
- ❖ To develop personal and social skills

### **AIMS OF POLICY**

- ❖ To organise a successful and enjoyable educational visit for all concerned
- ❖ To set out clearly the guidelines for all staff to follow when planning an educational visit
- ❖ To provide all relevant and necessary information to the Headmistress
- ❖ To provide all relevant and necessary information to the Health and Safety Co-ordinator
- ❖ To provide all relevant and necessary information to parents
- ❖ To provide all relevant and necessary information to pupils
- ❖ To recognise the need for thorough planning and attention to safety which, although cannot guarantee that a visit will be totally incident free, can reduce the possibility of accidents and lessen the seriousness and consequences of those that do happen
- ❖ To recognise the need for a risk assessment with the aim of raising awareness of risks, preventing the risks or reducing them. Pupils should not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration.

### **OBJECTIVE**

- ❖ That all of the aims will be achieved providing the staff organising an educational visit, day or residential, follow the procedures in this policy.

## EXPLORATORY VISIT

An exploratory visit should be made by any teacher who is to lead the group on a school visit wherever possible in order to:

- ❖ Ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit
- ❖ Obtain names and addresses of other schools who have used the venue, if possible
- ❖ Obtain advice and information from the manager if applicable
- ❖ Assess potential areas and levels of risk
- ❖ Ensure that the venue can cater for the needs of the staff and pupils in the group
- ❖ Become familiar with the venue before taking a group of young people there

If in the last resort an exploratory visit is not feasible then the **group leader** will need to consider how to complete an adequate assessment of risks. A minimum measure would be to obtain specific information by letter from the venue, from other schools who have recently visited it and from local organisations such as tourist boards.

Many schools will take new groups of pupils to the same location each year. As some factors will change from year to year, it is prudent to re-assess the risks each time – even when the group leader stays the same. It may be useful to evaluate each completed visit and keep a record. **See Form 3.** A phone call to the venue to enquire whether a previous risk assessment is still relevant e.g. number of children to venue.

**Detailed advice on particular categories of visits which carry specific risks is provided in the DfEE Health and Safety of Pupils on Educational Visits, Types of Visits, Chapter 8, Visits Abroad, Chapter 9.**

## PLANNING VISITS – FIRST AID

First Aid should form part of the risk assessment. The level of first aid needed for any off-site activities should be undertaken during the planning stage. On any kind of visit the group leader should have a good working knowledge of first aid and ensure that an adequate first-aid box is taken. For adventurous activities, or residential visits it is sensible for at least one of the group's teachers to be a fully-trained first-aider. All adults in the group should know how to contact the emergency services.

The minimum first-aid provision for the visit is:

- ❖ A suitably stocked first-aid box
- ❖ A person appointed to be in charge of first aid arrangements

Other considerations for First Aid needs should include:

- ❖ The numbers in the group and the nature of the activity
- ❖ The likely injuries and how effective first aid would be
- ❖ The distance of the nearest hospital

First Aid should be available and accessible at all times. The Health and Safety Executive recommends the minimum contents for a travelling first aid box where no special risk has been identified.

- ❖ A leaflet giving general advice on first aid
- ❖ Six individually wrapped sterile adhesive dressings
- ❖ One large sterile unmedicated wound dressing approximately 18cm x 18cm
- ❖ Two triangular bandages
- ❖ Two safety pins
- ❖ Space blanket
- ❖ Sterile water
- ❖ One pair of disposable gloves
- ❖ A resuscitator (for hygienic mouth to mouth resuscitation) would also be useful

### **PLANNING VISITS – TRANSPORT**

The group leader in conjunction with the office must give careful thought to planning transport. The main factors to consider include:

- ❖ Passenger safety
- ❖ Number of driving hours required for the journey and length of the driver's day (including non-journey driving hours)
- ❖ Capacity and experience of driver to maintain concentration – whether more than one driver is needed to avoid driving fatigue
- ❖ Type of journey – will the visit take place locally or will it include long distance driving i.e. motorways?
- ❖ Traffic conditions
- ❖ Contingency funds and arrangements in case of breakdown/emergency
- ❖ Appropriate insurance cover
- ❖ Weather
- ❖ Journey time and distance
- ❖ Stopping points on long journeys for toilet and refreshments
- ❖ Supervision
- ❖ That all minibuses and coaches which carry groups of three or more children aged between 3 and 15 years inclusive must be fitted with a seatbelt for each child. The seats must face forward and seat restraints must comply with legal requirements. Check on seating arrangements for front seats.

### **PLANNING VISITS – INSURANCE**

The **group leader** must check with the office, well before the group departs, that adequate insurance arrangements are in place. The School Office deals with all day visits but should there be any queries relating to insurance medical travel or otherwise please discuss with the Bursar.

The following examples of cover which may be appropriate to many types of school day visits:

- ❖ Employer's liability
- ❖ Public liability
- ❖ Personal accident cover for teachers, adults and pupils
- ❖ Compensation for loss of baggage and personal effects including money

## **SUPERVISION – RATIOS**

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- ❖ Sex, age and ability of group
- ❖ Pupils with special educational or medical needs
- ❖ Nature of activities
- ❖ Experience of adults in off-site supervision
- ❖ Duration and nature of the journey
- ❖ Type of accommodation
- ❖ Competence of staff, both general and on specific activities
- ❖ Requirements of the organisation/location to be visited
- ❖ Competence and behaviour of pupils
- ❖ First aid cover

Staffing ratios for visits are difficult to prescribe as they will vary according to the above factors, if uncertain discuss with the Headmistress. However, a general guide for visits to local historical sites and museums or for local walks, in normal circumstances, might be:

- ❖ **1 adult for every 6 pupils in school Years 1 to 3 (under 5s should have a higher ratio)**
- ❖ **1 adult for every 10-15 pupils in school Years 4-6**

## **PARENTS/VOLUNTEERS**

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parent/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. **Anyone who has not had a Criminal Records (CRB) check should never be left in sole charge of pupils.**

Volunteers or parents who only accompany staff at specific school events or one-off trips (not involving overnight stays), existing volunteers continuing with old duties, secondary school pupils on work experience or similar, those on school site when pupils are not present do not require CRB checks. Any parent/ volunteer who assists more than twice in any month are required to CRB checked. Check with the office for a list of these volunteers.

**FOR THE PROTECTION OF BOTH ADULTS AND PUPILS, ALL ADULT SUPERVISORS SHOULD ENSURE THAT THEY ARE NOT ALONE WITH A PUPIL**

## **SUPERVISION – COMPETENCE IF LEADING AN ADVENTURE ACTIVITY**

The Management must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity, bearing in mind that some pupils may be novices. Competence should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists.

## **SUPERVISION – TRANSPORT**

The level of supervision necessary should be considered as part of the risk assessment for the journey. Factors that should be considered when planning supervision on transport include:

- ❖ The driver should not normally be responsible for supervision
- ❖ Level of supervision that will be necessary on double decker buses/coaches (2 adults per coach minimum)
- ❖ Safety when crossing roads as part of the journey – the group leader should ensure that pupils know how to observe the safety rules set out in the Highway Code and the Green Cross Code. Pedestrian crossings and traffic lights or footbridges should be used to cross roads whenever possible.
- ❖ Safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport
- ❖ Safety while on stops or rests during the journey – group leaders should plan with the driver sufficient stops at suitable areas to ensure the safety of all group members including the driver. Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods
- ❖ Safety of the group in the event of an accident or breakdown – the group should remain under the direct supervision of the group leader or other teachers wherever possible. Do not leave children on the coach.
- ❖ Head counts, by the group leader or another delegated teacher or supervisor, should always be carried out when the group is getting off or onto transport.
- ❖ Responsibility for checking that seatbelts are fastened
- ❖ Consider whether a visible and easily recognisable article of clothing should be worn in common by pupils
- ❖ Pupils should be made aware that they are not allowed access to the driving area at any time
- ❖ Group members should be made aware that travel sickness tablets should only be administered to a pupil with previous written authorisation from the parents
- ❖ Safety on buses, trains, boats and ferries – the group leader should make clear to pupils how much or little freedom they have to ‘roam’. Appropriate supervision and discipline should be maintained at all times. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed.
- ❖ Booking transport – the group leader should arrange for seats to be reserved well in advance to ensure that the party can travel together

## **PREPARING PUPILS**

The **group leader** should ensure that the pupils are capable of undertaking the proposed activity. Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, Equal Opportunities Policy.

### **PREPARING PUPILS – INFORMATION**

The group leader should decide how information is provided but must ensure that all pupils understand key safety information. Pupils should understand:

- ❖ The aims and objectives of the visit/activity
- ❖ The background information about the place to be visited
- ❖ 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 special needs – educational, medical or physical
- ❖ What standard of behaviour is expected from pupils
- ❖ Appropriate and inappropriate personal and social conduct
- ❖ Who is responsible for the group
- ❖ What not to bring back
- ❖ What to do if approached by anyone from outside the group
- ❖ Rendezvous procedures
- ❖ What to do if separated from the group
- ❖ Emergency procedures

For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated.

### **PREPARING PUPILS – TRANSPORT**

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

- ❖ Arrive on time and wait for the transport in a safe place
- ❖ Do not rush towards the transport when it arrives
- ❖ Do not board transport until advised by the group leader
- ❖ Wear your seatbelt and stay seated whilst travelling on transport
- ❖ Bags must not block aisles or cause obstructions
- ❖ Stay seated while transport is moving
- ❖ Never lean out of or throw things from the windows of the transport
- ❖ Never kneel or stand on seats
- ❖ Never distract or disturb the driver or drivers of other vehicles or impede the driver's vision
- ❖ Stay clear of doors after boarding or leaving the transport
- ❖ After leaving the vehicle, always wait for instructions before crossing the road
- ❖ If you feel unwell tell a teacher, or supervisor

## **PREPARING PUPILS – PUPILS WITH MEDICAL NEEDS**

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. The **group leader** should discuss the pupil's individual needs with the parents.

## **PREPARING PUPILS – PUPILS WITH SPECIAL EDUCATIONAL/BEHAVIOURAL NEEDS**

The **group leader** should discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety. The following factors should be taken into consideration.

- ❖ Is the pupil capable of taking part in and benefiting from the activity?
- ❖ Can the activity be adapted to enable the pupil to participate at a suitable level?
- ❖ Will additional/different resources be necessary?
- ❖ Is the pupil able to understand and follow instructions?
- ❖ Will additional supervision be necessary? e.g. spotter to look out for child

## **COMMUNICATING WITH PARENTS – INFORMATION**

Parents should be informed in writing or any off-site activity or visit so that they may make an informed decision on whether their child should go on the visit. (each teacher should check that a 'Local Visits' authorisation slip has been signed by parents).

The following information on matters that might affect pupil health and safety should be given to parents:

- ❖ Venue
- ❖ Dates of visit
- ❖ Visit's objectives
- ❖ Time of departure and return
- ❖ The location where pupils will be collected and returned if other than school site
- ❖ Mode(s) of travel
- ❖ What pupils should not take on the visit or bring back
- ❖ Clothing and equipment to be taken
- ❖ Money to be taken
- ❖ Details of the cost of the visit and arrangements for payment
- ❖ Food and drink

## EMERGENCY PROCEDURES

If an emergency occurs whilst on a school visit the main factors for the **group leader** to consider include:

- ❖ Assess the situation – establish the nature and extent of the emergency as quickly as possible
- ❖ Ensure that all uninjured members of the group are safe and looked after
- ❖ Establish the names of any casualties and get immediate medical attention to them
- ❖ Ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedure
- ❖ Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together
- ❖ Inform the emergency services if necessary
- ❖ Inform a member of the School Crisis Management Team (SCMT) if necessary – Head/Health and Safety Co-ordinator/Bursar
- ❖ 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 contacted and reassured (**contact should be made by school contact**); action taken so far; action yet to be taken (and by whom).
- ❖ Ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties and should not replace usual communication procedures
- ❖ 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
- ❖ **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. Media enquiries should be referred to a designated media contact in the home area, for example, the Headmistress/Bursar.
- ❖ No one in the group should discuss legal liability with other parties
- ❖ In the event of an incident the trip leader will act '**In Loco Parentis**' and will seek appropriate medical advice/ treatment. On the child's entry to the school, all parents sign a **Health and Safety Declaration** and staff will be advised of any concerns regarding individuals.

The **group leader** would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The **group leader** should liaise with the representative of the tour operator if one is being used.

- ❖ Notify insurers, especially if medical assistance (this must be done by the school contact)
- ❖ Notify the provider/tour operator (this must be done by the school contact)

## EMERGENCY PROCEDURES – MEMBER OF SCMT

The main factors for the member of the SCMT to consider include:

- ❖ Ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base
- ❖ Contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The member of SCMT should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency
- ❖ Liaison with Directors of the School. The school contact should act as a link between the group and Directors and arrange for the group to receive assistance if necessary
- ❖ Liaison with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible
- ❖ The reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDOR)

## RESPONSIBILITIES OF THE HEADTEACHER

To ensure that:

- ❖ Adequate child protection procedures are in place. **See Child Protection Policy.**
- ❖ All necessary action has been completed before the visit begins
- ❖ The risk assessment has been completed and appropriate safety measures are in place. **See Risk Assessment section.**
- ❖ Training needs have been assessed by a competent person and the needs of the staff and pupils have been considered
- ❖ The group leader has experience in supervising the age groups going on the visit and will organise the group effectively
- ❖ The group leader or another teacher/instructor is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place. **See DfEE Health and Safety of Pupils on Educational Visits, School led Adventure Activities, Chapter 8**
- ❖ Group leaders are allowed sufficient time to organise visits properly
- ❖ Non-teacher supervisors on the visit are appropriate people to supervise children. **See DfEE Health and Safety of Pupils on Educational Visits, Vetting Suitability, Chapter 3**
- ❖ Ratio of supervisors to pupils is appropriate for the activity. **See Ratios section.**
- ❖ Parents have, where applicable, signed consent forms. **See Parental Consent section.**
- ❖ Arrangements have been made for the medical needs and special educational/behavioural needs of all the pupils. **See Pupils with Medical Needs and Pupils with Special Educational Needs section**
- ❖ Adequate first aid provision will be available. **See First Aid section**
- ❖ The mode of transport is appropriate. **See Planning Transport section**
- ❖ Travel times out and back are known including pick-up and drop-off points
- ❖ There is adequate and relevant insurance cover. **See Insurance section**
- ❖ They have address and phone numbers of the visit's venue and have a contact name
- ❖ A school contact has been nominated and the group leader has details

- ❖ The group leader, group supervisors and nominated school contact have a copy of the agreed emergency procedures. **See Emergency Procedures section and Form 6**
- ❖ There is a contingency plan for any delays including a late return home

## **RESPONSIBILITIES OF THE GROUP LEADER**

The group leader should:

- ❖ Obtain the Head Teacher's prior agreement before any off-site visit takes place. **See Form 1**
- ❖ Follow guidelines and policies
- ❖ Appoint a deputy
- ❖ Clearly define each group supervisor's role and ensure all tasks have been assigned
- ❖ To be able to control and lead pupils of the relevant age range
- ❖ To be suitably competent or ensure that another teacher/instructor is to instruct pupils in an activity and be familiar with the location/centre where the activity will take place. **See Competence if Leading an Adventure section and DfEE Health and Safety of Pupils on Educational Visits, School-led Adventure Activities, Chapter 8.**
- ❖ Be aware of Child Protection issues. **See Child Protection policy**
- ❖ Ensure that adequate first-aid provision will be available. **See First Aid section**
- ❖ Undertake and complete the planning and preparation of the visit including the briefing of group members and parents. **See Preparing Pupils and Communicating with Parents section**
- ❖ Undertake and complete a comprehensive risk assessment. **See Risk Assessment section, Form 2**
- ❖ Review regularly undertaken visits/activities and advise Head Teacher where adjustments may be necessary. **See Form 3**
- ❖ Ensure that teachers and other supervisors are fully aware of what the proposed visit involves
- ❖ 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
- ❖ Ensure the ratio of supervisors to pupils is appropriate for the needs of the group. **See Ratios section**
- ❖ Consider stopping the visit if the risk to the health or safety of the pupil's special educational or medical needs which are necessary for them to carry out their tasks effectively are not met. **See Pupils with Medical Needs and Pupils with Special Educational Needs sections**
- ❖ Observe the guidance set out for teachers and other adults
- ❖ For residential visits ensure that the group supervisors and the school contact have a copy of the emergency procedures. **See Emergency Procedures sections and Form 6**

## **RESPONSIBILITY FOR THE GROUP LEADER**

### **LEGAL RESPONSIBILITY FOR PUPILS**

- ❖ There is no legal liability for any injury sustained by pupils unless there is proven negligence on the part of the teacher
- ❖ Satisfying the duty of care absolves from legal liability
- ❖ The standard of care required of a teacher is that which from an objective point of view can reasonably be expected from teachers generally applying skill and awareness of children's problems, needs and susceptibilities
- ❖ The law expects that a teacher will do that which a parent with care and concern for the safety and welfare of his or her own child would do
- ❖ The law demands that **each** teacher will maintain a standard which a caring teaching professional would expect of itself
- ❖ A teacher must ensure supervision of the pupils throughout the journey or visit as professional standards and common sense demand
- ❖ Reasonable steps must be taken to avoid exposing pupils to dangers which are foreseeable and beyond those with which the pupils can reasonably be expected to cope
- ❖ The need for direct supervision has to be judged by reference to the risks involved in the activity being undertaken. **Instructions given to pupils are not always enough.** The possibility that they may disobey has been taken into account together with the risks they may encounter if they disobey
- ❖ Whoever has responsibility for the visit must make all proper preparations and ensure that the party leaders and helpers have the ability, experience, training and health to undertake the responsibility of the care and welfare of pupils in a different environment
- ❖ Where the school visits a residential or outdoor activity centre, the teacher can reasonably allow children to be supervised by the centre's own staff, provided that he/she is satisfied that they are able to do so safely. Similarly, if teachers have taken reasonable steps to ensure that the premises where children stay are safe then, in normal circumstances, no more needs to be done
- ❖ Teachers should not be prepared to participate in a journey or visit which they believe is not being adequately prepared or organised
- ❖ Liability goes with fault. In the case of a pure accident no-one bears liability and this is covered by 'no fault' insurance
- ❖ Employers have 'vicarious liability' for the negligence of their employees at work. This means generally that the employer takes responsibility if employees do not fulfil their safety obligations at work properly. Where a claim is made following an accident and there is a suggestion of negligence on the part of the teacher, the claim will most likely be made against the Directors. If, however, a teacher is guilty of gross negligence (through drunkenness for example) a right of recourse exists for the Directors against the teacher

## **RESPONSIBILITIES OF THE TEACHERS**

Teachers on school led visits act as employees of the Directors of the school, whether the visit takes place within normal hours or outside those hours, by agreement with the Head Teacher and Directors.

Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They should:

- ❖ Follow the instructions of the group leader and help with control and discipline
- ❖ Consider stopping the visit or activity, notifying the group leader, if they think the risk to the health and safety of the pupils in their charge is unacceptable

## **RESPONSIBILITIES OF NON-TEACHING STAFF**

Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit. Non-teacher adults acting as supervisors must:

- ❖ Do their best to ensure the health and safety of everyone in the group
- ❖ Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment (and on whom the relevant checks have been carried out).
- ❖ Follow the instruction of the group leader and teacher supervisors and help with control and discipline
- ❖ Speak to the group leader or teacher supervisors if concerned about the health and safety of pupils at any time during the visit

## **RESPONSIBILITIES OF THE PUPILS**

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

- ❖ Not take unnecessary risks
- ❖ Follow the instructions of the leader and other supervisors including those at the venue of the visit
- ❖ Dress and behave sensibly and responsibly
- ❖ Look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it

Any pupils whose behaviour maybe considered to be a danger to themselves or to the group may be stopped from going on the visit. Any pupil on a residential visit who behaves unacceptably should be made aware that they will be sent home. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.

## **QUICK CHECKLIST – DAY EDUCATIONAL VISITS**

This is a checklist, not a substitute for following the procedures laid out in the above policy.

### **INFORMATION FOR THE HEADMISTRESS**

After checking the calendar and following any discussion with the relevant person(s), the following information is required for the Headmistress.

- ❖ Initial thoughts for an educational visit, including staffing and costing
- ❖ Completed Form 1 – Application for the Approval of Day/ Educational Visit by the Headmistress
- ❖ Completed Form 2 – Risk Assessment Action Plan - copy to filed in Trip Folder
- ❖ Letter to parents to be approved by the Headmistress before being sent home
- ❖ Completion of Form 3, Evaluation of Visit after education visit

### **PLANNING – points to consider**

Educational visits should be included in at least the medium and certainly in the short term planning.

- ❖ Decided where and why (educational purpose)
- ❖ Contact destination for relevant information and availability (see school office)
- ❖ Check date of intended educational visit with calendar board and discuss with relevant person(s) e.g. Head, Office, Catering, Health and Safety Co-ordinator.
- ❖ Exploratory visit, to familiarise before taking pupils
- ❖ The facilities/equipment needed to take on visit
- ❖ The facilities/equipment to be provided by the venue
- ❖ Transport arrangements (school office)
- ❖ Communication arrangements
- ❖ Worksheets for before, during or after educational visits
- ❖ Arrangements for toilet facilities
- ❖ Arrangements for lunch
- ❖ Where to park coaches/minibus if applicable
- ❖ Who has overall responsibility
- ❖ Other staff to be fully briefed
- ❖ Pupils to be fully briefed regarding safety issues, aims of visit/activity, standards expected
- ❖ Information to parents
- ❖ Medical and special educational needs of pupils
- ❖ Risk assessment
- ❖ First aid provision
- ❖ Supervision, ratio of adults: pupils (1 adult for every 6 pupils in school years 1 to 3; 1 adult for every 10 – 15 pupils in school years 4 – 6; under 5's should have a higher ratio) depending upon duration, location and activities
- ❖ Insurance (office)
- ❖ Contingency measure for enforced change of plan or late return (school contact)
- ❖ Emergency arrangements

## **TRANSPORT (School Office)**

- ❖ Costing and availability of coaches
- ❖ Availability of minibus and qualified driver
- ❖ Booking and confirmation of coach
- ❖ Coaches to have one front facing seat per person fitted with seatbelt

## **COST**

- ❖ Cost of transport per pupil, inclusive of tips
- ❖ Admission cost to any buildings/activities (including staff) and other relevant incidentals e.g. postage, telephone calls

## **MONEY**

- ❖ Collecting from pupils – names to be checked off by Form Teacher, money sent to office. Office to keep a record of payment also.
- ❖ Cheques for admission to any buildings/activities (to be organised with the Bursar/Headmistress before the day)
- ❖ Tips for coach drivers, if appropriate

## **LETTER TO PARENTS**

- ❖ Where going and why
- ❖ Date and timing of educational visit
- ❖ Need to make clear if returning after normal school finishing time
- ❖ Cost of educational visit
- ❖ Pocket money to take on day, in named purse
- ❖ Supplement to lunch/snack/drinks
- ❖ Clothes – what to wear and what required
- ❖ If hot weather and outside activity, suggest sun cream and/or sun hats for protection
- ❖ Permission if doing anything of a dangerous nature e.g. adventure playground
- ❖ If cameras allowed
- ❖ If bag needed, what type

## **FOOD**

- ❖ Early or late lunch needed
- ❖ Booking packed lunch
- ❖ School lunch to be cancelled
- ❖ Additional drinks/ food for visit
- ❖ Any supplements to lunch or snacks
- ❖ No sweets/fizzy drinks

## **PUPILS**

- ❖ Aims and objectives of the visit
- ❖ How to avoid specific dangers – rules to be followed
- ❖ Behaviour generally and on transport
- ❖ Road safety
- ❖ Rendezvous procedures
- ❖ What to do if separated from the group
- ❖ What to do if approached by anyone from outside the group

## **THE DAY**

- ❖ Form lists to check pupils
- ❖ Staff to take lists of all travelling on designated coach, adults and pupils (list for each coach and copy for the office)
- ❖ Staff to sign out when leaving school site
- ❖ Ensure all lists of adults and pupils left in the office, are up-to-date on the day
- ❖ Equipment for sickness
- ❖ First aid, including any specific medication for individual pupils
- ❖ Litter bags
- ❖ Cash/cheque for any other payments on the day
- ❖ Camera if appropriate
- ❖ School Mobile telephone for staff use
- ❖ Ensure all groups are designated to coach before the day
- ❖ Designated 'lead' teacher on each coach

## **PLANNING VISITS – RISK ASSESSMENT**

The risk assessment should be based on the following considerations:

- ❖ What are the hazards?
- ❖ Who might be affected by them?
- ❖ What safety measure needs to be in place to reduce risks to an acceptable level?
- ❖ Can the group leader put the safety measures in place?
- ❖ What steps will be taken in an emergency?
- ❖ The type of visit/activity and the level at which it is being undertaken
- ❖ The location, routes and modes of transport
- ❖ The competence, experience and qualifications of supervisory staff
- ❖ The ratios of teachers and supervisory staff to pupils
- ❖ The group members' age, competence, fitness and temperament and the suitability of the activity
- ❖ The special educational or medical needs of the pupils
- ❖ The quality and suitability of available equipment
- ❖ Seasonal conditions, weather and timing
- ❖ Emergency procedures
- ❖ How to cope when a pupil becomes unable or unwilling to continue
- ❖ The need to monitor the risks throughout the visit

The **group leaders** should complete the Risk Assessment, form 2, discuss and give copies to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. The trip leader must also ensure that a copy of the R.A. is filed in the trip file in the office. For assistance with R.A. refer to Risk Matrix.

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

## RESIDENTIAL/ADVENTURE ACTIVITIES

Before booking a visit the **group leader** should obtain a written or documentary assurance that providers such as PGL and other such organisations have themselves assessed the risks and have appropriate safety measures in place.

### Risk Matrix

<b>Severity</b>	<b>Slightly harmful</b> (e.g. superficial injury or temporary discomfort or distress)	<b>harmful</b> (e.g. Sprains, minor fractures, ill health leading to disability)	<b>Extremely harmful</b> (e.g. Major fractures, amputations, fatality, life shortening illnesses)
<b>Likelihood</b>			
<b>Highly Unlikely</b>	<b>Low</b>	<b>Low</b>	<b>Medium</b>
<b>Unlikely</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>Likely</b>	<b>Medium</b>	<b>High</b>	<b>Very High</b>

It is unlikely that all risks can be reduced to low levels. The table below will help you determine any action to be taken.

Risk Rating	Action Required	
	Initial risk rating	Residual risk rating
Very high	May only take place if good control measures can be implemented	Must not take place You will need to identify further controls to reduce risk rating
High	May only take place if good control measures can be implemented	Seek further advice
Medium	If it is not possible to lower risk further, you will need to consider the risk against the benefit.	
Low	No further action required.	