



## EDUCATIONAL VISITS POLICY AND PROCEDURE

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*(names)*

**Adopted by Committee:**   .....  
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**Signed:**                                    .....  
*Clerk of School Committee*

## EDUCATIONAL VISITS POLICY

Sibford School believes that Educational Visits add immense value to the educational experience of our pupils.

We also recognise that there are additional risks involved in running activities beyond the school gate. The purpose of this policy is to establish a framework in which visits and trips can be organised so as to minimise risk, and to ensure that national standards are met and best practice is followed.

- We agree that the School should appoint an Educational Visits Coordinator who will have responsibility for the day to day management and organisation of all “off site” visits. The School EVC will benefit from regular training to be fully informed of the legislative framework and best practice.
- We agree that the approval of all non-residential school trips will be delegated to the Head and the EVC, trusting that all appropriate risk assessments and procedures described in the EVC Protocols have been met.
- The Head and EVC will inform the School Committee of all such trips, if possible in advance of them taking place, at Meetings of School Life Committee
- We agree that all residential visits require the approval of a designated member of School Committee.

This policy has evolved from the DfE guidelines and Oxfordshire County Council guidance notes.

The school acknowledges that students can derive educational benefit by taking part in off site visits. Taking part in problem solving, decision making, and residential experiences both at home and abroad can enhance the development of personal and social skills. The knowledge and experience gained beyond the classroom can consolidate and extend the curriculum taught within it.

This policy seeks to establish a framework from which students and staff can benefit in a safe, healthy and secure environment.

An off site visit is defined as pupils going “beyond the school gates” to pursue an activity. Activities may take place during or after the school day, at weekends or in school holidays and will be educational; curricular or recreational based. All off site visits have an educational purpose and **predetermined** clear educational objectives. All participants in activities will be identified as group members associated with the school.

This policy includes guidance for Party Leaders taken from *Part 3 of Health & Safety of Pupils on Educational Visits: A good Practice Guide (HASPEV)*.

This document includes advice on supervision, risk assessment, emergency procedures, and some specific types of visit. (All relevant paperwork is kept on the staff shared area on the intranet).

## PROCEDURE

### Day Trips

Trips must have the approval of the Head teacher/EVC, who should be satisfied with the purpose, planning, and staffing for the proposed off site activity. The **Educational Visits Booking Enquiry form** must be used for this purpose.

Once the visit has been approved in principle then the leader should fill in the appropriate form and have this signed by all staff involved in the trip, this form plus risk assessments and an itinerary must be submitted before final approval is granted.

A letter to parents/guardians should be sent with plenty of notice informing them of the date, destination, purpose, cost and times of the visit. The consent form must be signed and returned to the party leader indicating if the pupil is attending. It will be up to the parent to let the school know if they do not want their child to go along, rather than waiting for permission slips to be returned.

### Residential Trips

As well as approval from the Head Teacher/EVC the activity should receive approval from School Committee. The **Educational Visits Booking Enquiry form** must be used for this purpose.

### Approval

Once a trip has been approved by either the Head Teacher/EVC (day trips) or by the designated member of School Committee (residential trips); the Party Leader can go ahead and book places.

### After the visit

An **evaluation form** should be completed and a copy given to the EVC. Any appropriate letters of thanks should be sent and all accounts checked, finalised and closed. Alterations/ amendments to the risk assessments can be made if this trip is to be repeated at a later date.

### Planning Considerations

Whatever the type or length of a visit thorough planning is essential prior to departure. Implicit to any planning is risk assessment; consideration must be given to the dangers and difficulties that may arise, and control measures must be put into place. Please see separate section on Risk Assessment.

Other planning considerations are;

- The facilities at the venue
- Equipment the group will need to take with them
- Staff training needs
- Transport arrangements

- Insurance arrangements
- Food arrangements (including boarders)
- Supervisory ratios (see next section).
- Emergency procedures
- Arrangements for sending pupils home early (Code of Conduct)
- Informing parents of arrangements
- Preparing pupils

### **Accommodation**

Check that the sleeping areas are adequate for the needs of the group. This will obviously vary depending on the accommodation chosen but it should offer;

- Adequate ventilation
- Suitable separation of boys and girls.
- Rooms for staff appropriately sited for supervision
- Reasonable washing and toilet facilities
- Heating and lighting
- Enough storage space for personal belongings
- Sufficient room between bunks or beds to allow easy access and movement (particularly in an emergency)
- Bedrooms located away from the ground floor where possible. In some countries, this may not always be possible, in which case it is important to make party members aware of the added risks

Permanent centres should provide a separate area for sick/unwell visitors and sleeping areas should be clean and tidy. Ask about meeting rooms, work bases and evening recreational/relaxation areas. Ensure that kitchen and dining areas are sufficient for the number in the party, particularly if your group is self catering.

### **Staff/Instructors for activities**

Ensure that there are written operating procedures for each activity; ask for written evidence of qualifications and experience of the staff leading activities. Many centres use their own in-house training and this can vary from very good to unacceptable. Obtain a written statement from the centre that they have completed all the vetting and barring checks that are necessary on their staff.

### **Transport or Equipment**

The Trip leader will use the **Transport booking form** which should be passed to the person responsible for booking transport.

Transport needs to be included in the overall cost of the trip and be part of the risk assessment process. Minibus drivers should be employed to drive the bus if the party leader is not a qualified minibus driver.

If centre transport is being used it must be in a road worthy condition. If in doubt ask the centre manager for details on maintenance. If using school vehicles ensure that each driver does a pre check of the bus.

All equipment used should be adequate for the purpose. Most outdoor equipment such as helmets, buoyancy aids, etc have recognised standards such as BSI, BMIF, CEN or UIAA. Again, if the equipment, even to the untrained eye, appears neglected or broken, ask the centre manager.

### **General Considerations**

If using a centre you may wish to ask for written references from previous groups, or even better, ask for the names and addresses of the last five schools that have visited. Remember that whilst safety is obviously paramount, it is also necessary to consider the quality of the programme offered in terms of educational content and participant involvement. This also means being able to justify the cost.

For further guidelines on transport, and particularly minibuses, please refer to section TRANSPORT

## **SUPERVISION & RATIOS**

Supervision needs to be considered during the planning stage.

Adult:pupil ratios may vary according to the type of visit or the planned activity. The factors that must be taken into consideration are:

- Sex, age and competence of the group
- Pupils with medical needs or SEN
- The type of activity and the hazards associated with it
- The length and type of journey
- Type of accommodation to be used
- The competence of the staff both generally and in specific activities
- The requirements of the venue to be visited
- The competence of the pupils and their standards of behaviour
- Provision for first aid

### **Suggested Ratio**

The DfE guidance suggests that for visits to local historical sites, museums and local walks the ratio in normal circumstances would be:

- 1 adult for every 3 children - Reception.
- 1 adult for every 6 pupils -Years 1 -5.
- 1 adult for every 10 – 15 pupils -Years 4 -6.
- 1 adult for every 15 + pupils -Year 7 and above.

## Where possible there must always be a minimum of two adults

These ratios are only for guidance, a higher ratio may be appropriate for high risk activities.

Ratios need to be discussed with the EVC as factors differ for every trip. Residential visits with mixed groups will need a teacher of each sex. Non teaching staff or volunteer parents may be used where a higher ratio is required and these people should be carefully selected and known to the school and pupils.

**Never allow unsupervised access to children to anyone that has not been DBS checked.**

### **Exchange visits**

These are not really practicalbe now as the guidance from (KCSIE) 2018 states that parents of the host families need enhanced DBS checks, the decision as to whether checks are required on children of the host family who are over 16 is at the discretion of the school.

### **Head Counts**

Whatever the nature of the visit there should always be regular head counts, particularly before leaving school and venues.

- A party leader must always carry a list of pupils and adults on the visit.
- The DfE suggests that particularly with pupils in years 1 -3, pupils should be easily identifiable, especially in densely populated areas i.e. uniform, bright t-shirts, etc.
- Pupils should NEVER wear name badges as this makes them vulnerable to strangers pretending to know them.
- Badges displaying the school name and emergency contact number can however be useful. This information can also be translated for visits abroad.
- Ensure all pupils are aware of rendezvous points and the school mobile numbers.
- 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. A variant to this is a "count off"; each pupil is given a number and when the party leader shouts count off, the pupils begin at 1. Pupils are aware of who is before and after them therefore easily identifying who is missing.

### **Remote supervision**

Supervision can be close or remote:

- 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 (Dof E) expeditions). The supervisor is present though not necessarily near or in sight, but location is known
- Down time or recreational time (for example during evenings) where supervision may be remote, but supervisors are still in charge and aware where the pupils are
- It is essential that everyone involved in the visit understands the supervision arrangements and expectations

### **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 essential that the party leader:

- 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 is in charge

### **Down Time**

Party leaders should ensure that pupils continue to be properly supervised during down time, including evenings on residential visits. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from 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
- Ensure that all supervisors understand that their role continues in the evening – there should be at least two supervisors on duty at all times
- Down time in the evening or morning should be used to brief the group on the planned activities for the session to come and an opportunity to reinforce standards of behaviour
- Use down time to reflect on the day's activities and discuss any positives and negatives
- This is a time when "remote supervision" can be adapted as necessary

- Evenings can be filled with non academic entertainment such as quizzes, craft sessions, team challenges, etc.

### **Night Time**

Party leaders should ensure that:

- The group's immediate accommodation is exclusively for the group's use (If possible).
- Teachers have sleeping accommodation on the same floor immediately adjacent to the pupils' accommodation
- Child protection arrangements are in place to protect both pupils and staff.
- Party leaders should be aware of security arrangements in the hotel or accommodation and brief pupils on arrival
- Where possible internal doors are locked, but staff must have reasonable access to the pupil accommodation at all times
- All staff and pupils must know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion, ensure that alternative routes are known and upon arrival make sure that all fire doors work properly.

Do not be lulled into a false sense of security through local assurances such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcomed attention.

## **PARTY LEADERS**

### **Competence**

All visits must be supervised by people of suitable competence, for some activities the teacher may be required to hold a national governing body leader or instructor qualification.

However, paper qualifications will need to be supplemented by the verification of other qualities i.e maturity, general supervision skills, ability to supervise different types of groups, relevant experience, etc.

Competence as a leader will result from:

- Experience/knowledge of the environment/venue to be visited
- Experience of the activities to be undertaken
- Leading of similar educational visits
- Knowledge of the pupils involved
- Appropriate training

- Leadership skills and other personal qualities

The Head teacher and EVC need to be satisfied that the party leader and other accompanying teachers/adults are sufficiently competent to carry out their responsibilities.

### **Responsibilities**

The party leader is the teacher whom the Head teacher/EVC has approved to take overall responsibility for the supervision and conduct of the visit, and for the health and safety of the group. The party leader must:

- Obtain approval from the Head teacher/EVC for the trip to take place
- Read, understand and follow the schools trip policy
- Define any supervisory roles and ensure tasks are assigned
- If supervision is delegated ensure all pupils know who is responsible for them
- Ensure all staff know which pupils they are responsible for
- Have the ability to control and lead pupils of the relevant age group
- Ensure that all adults and pupils are aware of the expected standards of behaviour
- Be suitably competent to instruct pupils in the activity and be familiar with the venue
- Be aware of child protection issues
- Ensure that there is adequate provision for first aid
- Undertake and complete the planning and preparation, including briefing group members, parents and staff prior to the visit
- Prepare risk assessments for all aspects of the trip including carrying out on-site risk assessments when necessary
- Regularly check that all the group is present through head counts, etc.
- Have reasonable prior knowledge of the venue – the group leader should if necessary and appropriate make an exploratory visit.
- Take an educational visits folder with them on the trip (available from reception)
- Ensure that staff responsible for supervising children have not had alcoholic drinks before or during the time they are responsible. A minimum of 2 staff must always be allocated to be responsible for the pupils.
- Any member of staff who has recently had an alcoholic drink must not be directly involved in any decision regarding the supervision and safety of the pupils.

### **First Aid**

The party leader must ensure that adequate first aid arrangements are made; bearing in mind the location and nature of the activity. The party leader must know the medical details of the pupils they are taking out of school, these can be obtained from the school nurse and for residential trips there must be copies of medical forms.

In a situation where expert medical help is not readily available, at least one member of staff should be a competent first aider. Staff must also consider hygiene and where relevant may need to carry hand sanitisers depending on the nature of the visit.

The party leader should carry a first aid kit supplied by the school nurse.

### **Recording Accidents**

Accidents are “unplanned events” and, therefore, not every eventuality can be accounted for in a risk assessment.

Should an accident occur it must be, if applicable, recorded in the accident book at the venue. Upon return to school the accident should also be recorded at school. Should a serious accident happen, parents of the child should be notified and consulted with; this would be done by the duty member of staff.

### **Medicines & Medication and Medical conditions**

Prior to an educational visit the party leader should check with the school nurse for any known medical conditions of participating pupils. On residential visits a medical form must also be completed and signed by the parent/ guardian consenting to permission for emergency medical treatment to be given if needed.

In general, medicines should be clearly labelled with the name and dosage, and handed to the party leader as it is not desirable for children to be responsible for them. For certain conditions however, this procedure may be wholly inappropriate and potentially harmful i.e. asthma (where it would be wrong to separate an asthma sufferer from a prescribed inhaler). Similar conditions and care might be advisable for the sufferers of diabetes and those needing epi pens.

### **Mobile Phones**

It is the responsibility of the party leader to ensure that they have taken the school mobile phone with them. This number can be given out to pupils and it is up to the discretion of the party leader if pupils take their own phones with them.

Do not rely on a mobile phone for emergency situations as signal may not be available. Party leaders should ensure that all supervising staff have the other phone numbers for the group, as well as the number of the duty member of staff.

### **Notification of Emergency Contact Information**

The party leader of any visit that is to take place out of school hours, must ensure that emergency contact details for the staff on the trip, the name and address of the accommodation (if appropriate) and the emergency contact details for the pupils should be copied to the EVC, the Head, Reception and boarding houses, if boarders are in attendance. It is also advised that all supervising staff are given a copy.

## RISK ASSESSMENTS

Risk assessments will be prepared for all aspects of a school trip which the school is actually organising (i.e transport to and from a venue, leisure activities at a centre, etc). Activities undertaken under the supervision of instructors when visiting organised centres will be the responsibility of the centre.

Risk assessments should be completed **at least two weeks prior** to the visit leaving school and a copy given to the EVC.

A copy of a blank risk assessment, the risk assessments for minibuses, the risk assessment for private hire coaches and generic risk assessments can be found on the staff network.

### **Ongoing Risk Assessment**

*HASPEV* chapter 2 paragraphs 37-46, and *Standards for LEA's in Overseeing Educational Visits* deals with 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."

It is expected that all adults on the trip prepare on going risk assessments while the visit takes place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit.

However 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 pupils on appropriate clothing
- To be aware of whether 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, etc.

### **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.
- Regardless of whether alternatives have been pre-assessed, always take time to re-assess risks if the itinerary changes.
- On arrival at an alternative site or activity that has not previously been risk assessed, it is recommended that the party leader should risk assess the situation before allowing the pupils to disembark from 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 changed at short notice to a lake or seaside location.

### **Behaviour problems, illness or injury**

- Poor behaviour can increase the risk to others on the trip. This can be reduced by ensuring that all parents/pupils have agreed to the code of conduct before departure.
- The party leader should resist all temptation to accept lower standards of behaviour than what is normally accepted at school.
- If one adult has to give prolonged attention to one group member, the party leader should re-assess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. This may mean that activities need to be changed until the other adult returns their full attention to the group.
- Party leaders should trust their own knowledge of the pupils and use their own professional judgement; this may include challenging an activity leader where the knowledge of the group supervisor is superior to that of the activity instructor.

## **ROLES AND RESPONSIBILITIES OF PARTY MEMBERS**

### **Teachers & Classroom Assistants**

Teachers on school visits act as employees of School Committee by agreement with the Head Teacher. Accompanying teachers must:

- Do their best to ensure the health and safety of everyone in the group
- Act as any responsible parent would in the circumstances
- Take reasonable steps to avoid exposing pupils to dangers that are foreseeable and beyond those that the pupils can reasonably be expected to cope with.
- Consider stopping the visit or activity and notify the party leader if s/he thinks there is an unacceptable risk to the health and safety of the pupils in their charge.

It is good practice for each member of staff to:

- Carry a list/register of all group members
- Have a clear plan of the activity and its educational purpose (gained from the party leader)
- Have the means to contact other supervisors if needing help
- Have appropriate access to first aid.
- Ensure all staff know which pupils they are responsible for
- Have the ability to control and lead pupils of the relevant age group
- Be aware of child protection issues
- Understand the emergency procedures and be able to carry them out
- 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.

### **Volunteers**

Non –teacher adults must be clear about their roles and responsibilities.

Volunteers must not be left in sole charge of pupils except where they are DBS cleared and it has been previously agreed as part of the risk assessment. They must follow the instructions of the party leader and teachers, and assist with control and discipline.

### **Pupils**

Older pupils in particular have a part to play in avoiding risk to health and safety. They must;

- Not take unnecessary risks
- Follow instructions of the party leader, teachers, instructors, and people within the venues
- Follow the school dress code unless otherwise advised by the party leader
- When abroad be sensitive to local customs.
- Be aware of anything that may cause harm to themselves or to others; speak to their party leader or another teacher if they are concerned

- Understand that poor behaviour may result in their being sent home at their parents' expense.

### **Parents**

Parents have the responsibility to ensure that their child follows the Code of Conduct, including school rules on uniform and behaviour. Parents should prepare their child for the visit and understand and accept that a child who is a risk to others in the group is jeopardising the safety of himself and others and may be sent home early at their own cost. Parents must complete and sign medical forms for residential trips, and supply an emergency contact name and telephone number who must be available for the duration of the visit.

The party leader must inform the parents about all aspects of the visit to enable them to make an informed choice as to whether or not they want their child to participate. Parents cannot be considered as supervisory adults if they bring other members of their family with them and should be treated as volunteers. It is advised that when using parents to help on day visits, a pool of parents is put together and they are DBS checked.

## **FIRE PRECAUTIONS & EVACUATION PROCEDURES**

### **Precautions**

All premises with fire certificates must have fire routines. Ensure that all members of the group understand them – do not take it for granted that they will read them without prompting. If necessary, read the instructions to them. In accommodation, fire notices should be stuck to the back of the door.

Obtain advice from the management on the means of escape available, and investigate ALL means of escape to ensure that they are adequate and unobstructed. Emergency exit doors need to be checked to ensure that they can be readily opened from the inside. Check on fire alarm assembly points.

A fire drill must be conducted as soon as possible after the arrival using the alarm systems available. This drill must be taken seriously and repeated if necessary until the party leader is satisfied and confident that every member of the party would;

- Recognise the alarm
- Know the most suitable escape route

- Be aware of any other emergency fire procedures relating to those particular premises
- Proceed to the assembly point in a quiet and orderly manner

#### **In the event of a fire**

- Give priority to the evacuation of members of your group
- If it is safe to do so, check that those in your party have heard the alarm and are evacuating the premises
- Do not use lifts
- Do not collect any personal belongings
- Check that all members of the party are accounted for by carrying out a roll call
- If any members of the group are missing, report them immediately and without fail to the Fire Officer in charge at the scene
- **Under no circumstances** should you or any member of your group re-enter the premises to locate or attempt to rescue missing persons after carrying out the procedure above

**Extra precautions must be put into place where SEN pupils/adults are in attendance in order to ensure their safety, especially those with hearing or visual impairments and those with walking aids or wheelchairs.**

## **FIRST AID BOXES**

First Aid boxes should be carried on all visits and contain a sufficient quantity of suitable first aid materials. The contents should be checked regularly by the school nurse (who will provide appropriate first aid kits) and replenished when necessary. The school minibuses are equipped with First Aid kits and will need to be checked regularly.

On residential visits where the supervising staff are in loco parentis an additional first aid kit can be provided by the Health Centre containing items such as sore throat sweets, antiseptic wipes, liquid antihistamine and linctus. First Aid may be administered just as a parent would give to their own child, as long as a school medical form has been completed.

Where mains tap water is not readily available for eye irritation sterile water or sterile normal saline (0.9%) in sealed disposable containers should be provided. Eye lotions and eye baths should not be used for eye irrigation.

Any medication that is distributed, no matter how small, must be recorded by the party leader along with the amount given, the name of the student and the date.

## **RESIDENTIAL VISITS**

### **Prior to the visit**

All of the considerations for a day visit will apply, as well as the specific points that follow:

The roles, duties and expectations of accompanying staff and helpers should be clearly defined and understood; so that everyone involved is clear about what is expected of them. This should be done through a meeting prior to the visit departing and supported by an information pack. This is particularly true for inexperienced staff and volunteers who may not appreciate that residential visits require a great deal of commitment and goodwill.

Parents need to be fully informed of the type of visit proposed. This is best done through an initial letter outlining the trip, the dates and the cost involved. A parents' evening should take place for all residential visits at least two weeks prior to departure providing parents with the following information:

- Reason and purpose of the visit/trip
- Nature of the programme (this must include details of all activities)
- Supervision arrangement.
- Expectations of behaviour (Code of Conduct)
- Method of travel, including the name of the coach companies, airlines, etc.
- Insurance arrangements
- Pocket money and arrangements for distribution .
- Address and telephone number of venue and emergency contact numbers
- Type of accommodation and facilities available
- Clothing requirements via a kit list (stress that clothing and other possessions should be clearly labelled and are the pupils' responsibility)
- Procedures for storage and administration of medication
- Banned items
- Sun protection requirement (if appropriate)

- Route (if known)
- Expected arrival /departure times for outward and return journey

In addition to a meeting for parents, pupils should also be briefed before departure about codes of conduct, behaviour, outline of the visit , what will happen on journeys, evening entertainment, etc.

### **On arrival at a residential centre**

When arriving at a staffed residential centre, the party leader should meet the centre manager, or someone of similar status, and agree on routines and regulations that have not been previously agreed. The party leader should ensure that any requests or stipulations agreed in writing prior to the journey (ie leaders' qualifications, fire regulations, first aid arrangements, etc) still apply.

Define limits early – remember the group is new to the site – explain boundaries/ limitations – say what you want, but do so only after consultation with the centre manager, and leaders of other parties, if appropriate.

### **Supervisory Ratios**

Careful consideration should be given to this point and the activities to be carried out should be properly evaluated, to ensure that sufficient staff are available for supervision at all times. To implement this, a ratio of staff to young people of at least 1:10 will be needed for visits abroad. The majority of commercial school tour operators now offer an automatic supervisory place of one adult to either eight or ten paying young people.

At least two members of staff must accompany any group abroad, one of them clearly designated as party leader. A mixed group must be accompanied by male and female adults except where pupils are less than 11 years of age (i.e. yr 6 or below) in which case they may be accompanied by two same sex staff. The party leader should be an experienced teacher and should be satisfied that there is sufficient experience and expertise in the staff accompanying him/her.

Adults other than members of staff (ie husband/wife/parent/student) may accompany the group, but ultimate responsibility for the safety of the pupils' welfare lies with the teachers and in particular the party leader. Where possible a deputy leader should be appointed and thoroughly briefed with regard to planning and organisation, and be prepared to take responsibility for the group in case of emergency.

All adults should have been clearly briefed by the party leader so that roles, duties, responsibilities are understood and accepted. All adults should be aware of their own roles and duties, both to ensure that they feel involved and to provide adequate supervision.

### **Financial Arrangements**

Steps should be taken early on to arrange for an extras account to be set up by the accounts department. It is usually more helpful for parents if they can be billed in instalments. If this is not possible then billing must be done the term prior to departure, so that money is received before the visit leaves. If cheques are received as payment, the pupil's name and the account number should be written on the back of the cheque. When taking deposits it must be clearly stated on the initial correspondence to parents that the deposit is non-refundable.

### **Passports & Visas**

Pupils should travel on their own passports and are responsible for organising their own visas. In some cases pupils are covered by the "List of Travellers" issued by the British Council. If this method is to be used then the British Council must be contacted three months prior to departure, but no earlier. You will need to register the pupils with the British Council and they will provide you with the appropriate paperwork..

As party leader it is your responsibility to check that the names in pupils' passports match those on the travel documents, that the passports are valid, and contain appropriate visas. In some cases visas may be in an old passport in which case both passports must be taken.

Passports must be looked after by staff on the trip. Prior to departure all passports and EHIC's should be photocopied twice with one copy left with the duty member of staff and the other copy going with the party leader, but being stored separately (perhaps with another member of staff, though all staff should know where they are in case of emergency).

### **Supervision on the journey in foreign countries**

Accompanying staff must accept responsibility for good behaviour of their groups both on the journey and while abroad. It will greatly ease supervision if each accompanying adult takes responsibility for a sub-group, with the trip leader being responsible for any pupils who may create difficulties. Each sub-group leader must have a list of the pupils under their responsibility with details of any medical issues.

**On the continent it is a legal responsibility for an adult to sit next to the emergency exit in the middle of the coach.**

Pupils will need continuous reminders about sitting down in seats and wearing seatbelts. It is also a legal requirement that pupils know where the emergency exits, fire extinguishers and the onboard first aid kit are located.

All group members need to be aware of unfamiliar right hand traffic. Extra care must be taken parking UK coaches and minibuses to avoid left side passenger doors opening directly on to passing traffic. Where possible middle doors on coaches should be used.

### **Pocket Money**

Parents are to be notified prior to the trip as to how much pocket money their child will need. If going overseas it is advisable to ask parents to submit money in small denominations in an envelope with their child's name and the amount on it. Money should then be issued on a daily basis.

If pupils choose to bring more than the suggested amount then they are responsible for that money.

## **TRANSPORT**

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

- Pupils wear seatbelts at all times
- There is adequate supervision when travelling
- Minibus drivers cannot be responsible for pupils travelling on board. Therefore there must be a second adult in a supervisory role on journeys over 30 miles
- Pupils are supervised when leaving and boarding transport
- Extra care is taken when leaving a vehicle in a country that drives on the right hand side of the road
- Standards of behaviour meet codes of conduct and supervisors must ensure that drivers are not distracted
- Pupils are occupied on long journeys to prevent boredom – this will help journeys pass more quickly
- Evacuation procedures are clearly understood by everyone; luggage should be securely stored and emergency exits must not be blocked
- There are adequate rest stops for drivers
- Head counts are carried out regularly when the group is getting on and off transport
- Speed limits are observed at all times
- When driving in convoy the lead vehicle is within sight of each vehicle
- Routes and stops are planned in advance and discussed with all drivers
- Minibus drivers have passed the school minibus test

For more information on minibus tests please see the Business Manager.

## **PARTY LEADER INFORMATION FOLLOWING A SERIOUS ACCIDENT OR INCIDENT**

A serious accident or incident can be defined as;

- An accident leading to a fatality, serious or multiple fractures, amputation or other serious injury
- Circumstances in which a party member might be at serious risk/serious illness; or any situation in which the press or media might be involved.

*Remember that serious accidents and incidents are extremely rare, but if one occurs it certainly makes great physical and emotional demands on staff. These guidance notes are designed to help you deal with an emergency.*

- 1) Be prepared
  - a. Carry the 24 hour emergency numbers on you at all times
  - b. Ensure that you are familiar with all the school's guidelines for off site visits
  - c. Brief your group on emergency procedures before they set off, including communication details, so that they know how to deal with situations should the party get split up.
  
- 2) Care of the group
  - a. Ensure safety from further danger
  - b. Contact local emergency services immediately and follow their advice
  - c. Deploy other staff/adults as effectively as possible in continuing to ensure the welfare of your group.
  
- 3) Communication
  - a. Contact the school's 24 hour standby emergency contact giving them the following information;
    - i. Your name
    - ii. Name of group
    - iii. Telephone number you are calling from
    - iv. What happened
    - v. To whom
    - vi. When
    - vii. Where
    - viii. What has happened since
    - ix. If a fatality is involved, has this been confirmed?
    - x. If so by whom
    - xi. What local emergency services have been involved
  
- 4) Next steps and general advice

- a. Parents and relatives will naturally be anxious to establish what is happening but do NOT let party members (staff or pupils) telephone home, until after you have made contact with School
  - b. Do NOT speak to the the media or press. Refer enquiries to local emergency services and School Committee or the Head
  - c. Do NOT admit liability of any sort to anybody
  - d. Do NOT allow anyone other than medical practitioners see a member of the group without an independent witness being present
  - e. Retain any equipment involved in an unaltered condition
  - f. Keep a written record of all that happens
  - g. If you change your location, remember to let your head teacher and or other contact person have the new telephone number at which you can be contacted
- 5) Use contact cards so that everyone who is likely to be contacted acts consistently . This can be held by the designated on –call emergency contact.

Example below;

<p><b>Contact Person</b>  <b>Intial action upon receiving a call</b>  When first contacted make note of:</p> <p>Who called  Where from  What number are they on  What happened, when, where and to whom  What has happened since the incident  Are any emergency services involved - if so who?</p>	
<p style="text-align: center;"><b>SCHOOL CONTACT PERSON</b></p> <p><b>Upon receiving call ask these questions and make note of;</b></p> <p><b>Who rang</b></p> <p><b>Where from</b></p> <p><b>What number are they on</b></p> <p><b>What happened, when, where and to whom</b></p> <p><b>What has happened since</b></p> <p><b>What emergency services are involved.</b></p>	<p style="text-align: center;"><b>HEAD OR MEMBER OF SCHOOL LEADERSHIP TEAM (SLT)</b></p> <p><b>Follow procedure for contact person if you are first point of contact.</b></p> <p style="text-align: center;"><b>NEXT</b></p> <p><b>Inform SLT or incident management team and discuss procedures for support and notification of parents.</b></p> <p style="text-align: center;"><b>REFER TO MAJOR INCIDENT PLAN</b></p> <p><b>Note: In the case of serious incidents, initial contacts with parents should be made by the police.</b></p>

## **WARNINGS AND ADVICE**

**Keep a written/ taped record of all the facts, calls and times**

**Preserve the evidence, photos may help**

**Help with any official enquiries**

**DO NOT admit liability**

**Do not comment to media**

## **LONG TERM CRISIS MANAGEMENT PLAN**

<b>Task</b>	<b>Timescale</b>
<ul style="list-style-type: none"><li>• Obtain factual information at start of crisis/ incident</li></ul>	Within hours
<ul style="list-style-type: none"><li>• Senior Management Team meet with support personnel</li></ul>	Within hours
<ul style="list-style-type: none"><li>• Establish an intervention team</li></ul>	Within hours
<ul style="list-style-type: none"><li>• Contact families until all are informed</li></ul>	Within hours
<ul style="list-style-type: none"><li>• Call a full staff meeting to give information</li></ul>	Same day
<ul style="list-style-type: none"><li>• Inform students/ pupils in small groups</li></ul>	Same day
<ul style="list-style-type: none"><li>• Debriefing for staff involved in incident</li></ul>	Same day
<ul style="list-style-type: none"><li>• Debriefing for pupils involved in incident</li></ul>	ASAP

<ul style="list-style-type: none"> <li>• Identify high risk staff &amp; students</li> </ul>	Next few days
<ul style="list-style-type: none"> <li>• Promote discussions in classes and meetings</li> </ul>	Next few days
<ul style="list-style-type: none"> <li>• Identify needs for group and individual treatment</li> </ul>	Days or weeks
<ul style="list-style-type: none"> <li>• Organise treatment</li> </ul>	Days or weeks

**All the forms required are in Firefly/staff files**