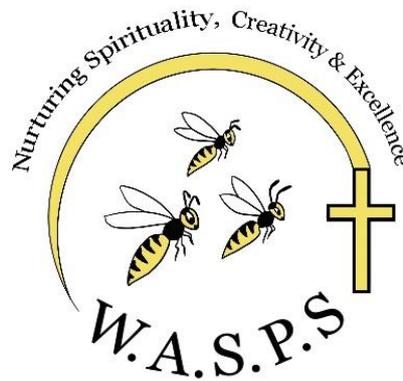


Trips policy

Weston All Saints Primary School



The Partnership Trust



This policy is written in reference to the Christian Foundation of the school.

'Nurturing spirituality, creativity and excellence'

I can do all these things through Christ who strengthens me –
Philippians 4:13

Approved by:	LGB	Date:
Last reviewed on:	January 2021	
Next review due by:	January 2024	

1. Introduction

Outdoor learning and off-site visits can have a profound effect on children and young people and their well-being, positively influencing behaviour and relationships, developing self-confidence and raising achievement. In a school, 'real' experiences make learning more engaging, relevant, enjoyable and memorable and are a very important part of the school experience at Weston All Saints C of E Primary School.

The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise not be available to all children. All off-site activities are designed to have an educational purpose, enhancing and enriching the children's learning experiences.

WASPS provide a wide range of outdoor learning opportunities, off-site visits and activities throughout the school year for pupils in all year groups. Some trips explore the nearby village, surrounding countryside or other local schools while for older pupils, longer residential trips are offered.

Due to the Coronavirus pandemic the usual programme of visits was disrupted during 2020. We are aware of DfE guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#educational-visits> that it is safe to resume educational day trips and visits within the UK and will add Coronavirus precautions to our Risk Assessments for any trips that take place for the foreseeable future. Further guidance for staff planning trips or outside learning in the "Local Learning Area" is available here: <https://oeapng.info/downloads/download-info/4-4k-coronavirus/>

2. Aims and Objectives of Policy

In this policy we set out clear guidance and procedures to make sure our educational visits and activities (including learning outside the classroom) are thoroughly planned, well-managed, relevant, and enjoyable and that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. We aim to make our visits available to all pupils, and wherever possible to make them accessible to those with learning difficulties and/or disabilities.

The school has regard to the DfE guidance **Health & Safety : Advice on legal duties and powers** (Feb 2014) Guidance, and the DfE **Guidance for Health & Safety on Educational Visits** (published Nov 2018). This policy has also been written using advice and guidance from the Council for Learning Outside the Classroom (CLOtC) website (www.lotc.org.uk). The Council for Learning Outside the Classroom is a national charity which champions all forms of learning outside the classroom for all ages and abilities across the whole curriculum.

We keep up to date with Health & Safety consultations and make any necessary changes to our procedures in order to apply common sense, ensure continued compliance and best practice.

Additional guidance was obtained from the DfE website (www.education.gov.uk) and OEAP National Guidance <https://oeapng.info/>. The Outdoor Education Advisers' Panel (OEAP) is the professional association for outdoor education advisers in England and Wales.

This policy is written to comply with OEAP National Guidance <https://oeapng.info/> which should also be read and understood by all staff involved with offsite visits. In the event of any apparent conflict between the Trust policy, our school policy or National Guidance, then our Trust's policy must be followed and clarification sought from the Educational Visits Coordinator (EVC) or Senior Leadership Team.

3. Main Body of Policy

Purpose of our Educational Visits

Our educational visits are provided to:

- enhance curricular and recreational opportunities for our pupils
- provide a wider range of experiences for our pupils than could be provided on the school site or within the classroom alone
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments
- take part in sporting, numeracy, musical, drama and writing competitions with pupils from other local schools
- take part in arts and musical events within the wider community

These visits begin with short excursions into the local area in the Early Years and Year 1, and progress to day trips and a series of residential experiences as pupils reach Key Stage 2.

Off-site visits may be cancelled or postponed on occasion due to circumstances beyond our control.

Role of the EVC – Educational Visits Co-Ordinator

The key role involved in the planning and management of all off-site visits is the Educational Visit Co-ordinator. The coordinator should:

- be an experienced visit leader
- have the status to be able to guide the working practices of other staff
- be confident in assessing the ability of other staff to lead visits
- be confident in assessing outside activity providers
- be able to advise the Headteacher and governors when they are approving trips
- have access to training, advice, and guidance

The Headteacher will ensure that WASPS have a trained Educational Visit Co-ordinator, who has received training by a competent specialist which is refreshed on a regular basis. Formal revalidation is necessary every three years.

The Deputy Headteacher, is the Educational Visits Co-ordinator (EVC) for WASPS.

The role of the EVC is to:

- Ensure that risk assessments are completed and handed in prior to off-site visits taking place and when appropriate, individual safety plans and safe working practices
- Support the governing body in any decision on approval
- Assign competent staff to lead and help with trips
- Verify that all accompanying adults have been DBS checked
- Make sure that all consent and medical forms are obtained
- Keep records of visits including any incidents, accidents or near misses and provide after-visit evaluation to aid future visits
- Be the first point of contact for colleagues planning an offsite visit to provide support, advice and guidance
- Organise training and induction of staff

Role of the Visit Leader

The Visit Leader has overall responsibility for a visit. This includes the learning, development and supervision of the participants and the safety of all, including any other leaders and helpers.

If you are designated as the Visit Leader, you should:

- Be specifically competent for the type of visit, and for any activities you plan to lead

- Be approved by your Headteacher to carry out the lead role, including for any specific activities you will lead
- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes
- Liaise with your school's Educational Visits Co-ordinator (EVC) to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all staff accompanying the visit meet establishment requirements
- Ensure that there is effective supervision
- Take a lead on risk management. It is good practice to involve all the visit leadership team to ensure wide understanding and to give clarity about what they need to do. It is also good practice to involve young people wherever appropriate
- Define the roles and responsibilities of other leaders and helpers (and participants) to ensure effective supervision throughout the visit, appointing a deputy wherever possible
- Ensure that any Activity Leaders are competent and confident to lead their planned activities, and are approved to do so if this is necessary (e.g. for adventure activities)
- Ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked)
- Provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues)
- Ensure that informed parental consent has been obtained as necessary
- Provide relevant information to parents and participants and arrange pre-visit information meetings where appropriate
- Make sure there is access to first aid at an appropriate level
- Ensure that if the visit leadership team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision
- Ensure that all leaders and any third-party providers have access to emergency contact and emergency procedure details
- Evaluate all aspects of the visit, both during and after the event
- Report any accidents, incidents or near misses

Volunteers and Trainees

Volunteers and trainees are sometimes asked to accompany pupils on school trips. They are never asked to take on the role of Visit Leaders or their Deputy.

All volunteers and trainees receive Safeguarding and Child Protection training and are DBS checked by WASPS or in the case of trainees, by their place of study. This is recorded and logged on the school's Single Central Record.

Volunteers are assessed as competent to carry out their assigned role by the teacher that invites them. They will have worked closely with the staff member and pupils. The Visit Leader will ensure that they are fully briefed on the arrangements and supervised.

Parent as Visit Leader

If a member of staff is the parent of a child taking part in a visit, there is the potential for them to be distracted by the needs of their own child, rather than looking to the needs of the whole group. This could compromise group management, particularly if there is a serious incident.

In this situation, an alternative Visit Leader will be appointed, and the staff member allocated a leadership role without direct responsibility for their own child. Sometimes this may not be possible (e.g. when a class teacher has their own child in their class). In this case consideration will be given to other ways to manage the risk, for example by ensuring that other leaders are available.

Curriculum Links

For each year group the trips and visits are carefully selected to enhance the curriculum topics being taught in that year.

In addition, pupils from all year groups may be involved in a selection of these trips:

- English – visits to inspirational places to inspire creative writing, watching plays and performances at local schools
- Science – use of the school grounds, visits to woods, hills and farms, nature trails
- Mathematics – participation in local numeracy challenges
- History – castle visits, study of the local village history, Georgian architecture, Stone Age landscapes, Roman museum
- Geography – use of the locality for fieldwork, village trails, river and canal walks
- Art and design – visits to art galleries and to inspirational local areas to draw and paint
- PE – a wide range of sporting fixtures, extra-curricular activities and national competitions
- Music – a variety of extra-curricular activities including local orchestral competitions and showcases and concerts for parents and local communities
- RE – visits to local centres of worship and involvement in city-wide events at Bath Abbey

Sports Activities

Pupils at WASPS take part in a wide range of sporting events off-site. Some are activities, matches and tournaments played against other schools so pupils may travel to local sports grounds, Bath University campus or other school sites. Other events, including national tournaments and finals, may require the pupils to travel further afield.

The children travel by several means including the school minibus, school Citroen or hired coaches and occasionally in staff vehicles. Seatbelts are worn at all times. Separate insurance policies exist for the minibus and Citroen.

Occasionally and only when necessary parents are asked to organise transport, which may involve some parents providing lifts for children other than their own. If this is the case then staff should make clear that it will not be involved in making these arrangements and will not have any responsibility for them.

Where parents are being asked to organise their own transport, it is important to consider the need for: Information from parents about what arrangements have been made. Communication with parents, in case of delays or 'no shows'. Clear handover of supervision from and to parents at the venue. School should provide transport for any children whose parents are unable to make such arrangements.

The teacher in charge of any off-site sports session will carry out a head count both at the start of the lesson or match and prior to leaving any sports ground. They will have signed permission slips with them for every child which include parental contact details to be used if arrangements change or in the event of an emergency.

Two adults representing the school will always accompany the children in case there is an emergency. A first aid kit is situated in the school minibus and the school Citroen and at least one member of staff accompanying the group or class will be trained in first aid. They will also carry a mobile phone for emergencies.

Staff will use reasonable discretion when in extreme weather conditions (e.g. allowing the children access to plenty of water in the heat and ensuring that children are warmly dressed in the cold).

Adventure Activities : climbing, caving, trekking and water sports

It is a good practice and strongly recommended for a member of staff to carry out a visit to these locations or Activity Centres during the planning stages of a trip. These kinds of activities should be identified, and risk assessed as part of the visit preparations. Staff managing or leading visits must not decide to add such activities during the trip.

Staff must always consider the abilities of the children when assessing risks.

Organisations need a licence to provide some adventure activities. Organisations who hold the LOTC Quality Badge should hold a licence for the activity they provide.

Staff can [Find out more about licensing](#) on the Health and Safety Executive (HSE) website.

Water sports

When planning water sports, staff must consider the need for:

- instructors
- lifeguards

Schools should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming. Staff are advised to consult these before planning any such trips.

Residential Activities

Children in Upper WASPS have the opportunity to take part in a residential visit during the summer term which is linked to a key curriculum topic.

- Year 4 have been on an overnight visit to St Briavel's Castle
- Year 5 have been on a two-day visit to the Isle of Wight
- Year 6 have been on a three-day visit to France which supports their topic of World War Two

A charge may be made for transport, board and lodging, entrance costs to specific places on the itinerary and specialist instruction for certain activities. The cost charged to parents is calculated with regard to the guidance in the Partnership Trust's Charging and Remissions Policy.

The residential visits enable pupils to experience a trip with their classmates which for some pupils may be the first opportunity to stay away from home. They aim to build independence, resilience and social skills within a supportive familiar group whilst learning and having fun.

Detailed risk assessments for all activities and for individual pupils who may have SEND are carried out by the trip leaders and the school Inclusion Lead. Careful thought is given to pupil groups that will be sharing rooms to ensure friendship groups are maintained.

Parents are required to attend a meeting with the Senior Leadership Team in advance of the trip to ensure they are familiar with all arrangements and can share concerns and ask questions. This includes the completion of emergency contact forms and medical and well-being information.

The trips are covered by the school's Risk Protection Arrangement (RPA) insurance policy.

Where additional activities are undertaken on the trip, further insurance cover may be required and sought.

Trips Abroad

Trips abroad can have extra risks and need a higher level of risk assessment.

Schools should make sure any organisation that is providing activities holds the LOTC Quality badge or similar local accreditation.

The Health & Safety Executive (HSE) does not cover incidents overseas. However, it can investigate work done in Britain to support the trip, like risk assessments. Any injury to or death of a member of staff or a child outside Great Britain may be subject to the law of the land in which the injury/death occurred.

A school could still be liable under civil law for injuries to children that happen abroad as a result of negligence on the part of the school or its staff.

If the trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, staff are advised to follow the guide to the [British Standard for adventurous activities outside the United Kingdom](#) as the basis for the planning and risk assessment. Organisations employed by the school should follow this too. If they have LOTC Quality Badge then they follow this standard.

Schools should consider the Foreign and Commonwealth Office's detailed guidance on [safer adventure travel and volunteering overseas](#) when organising adventure visits abroad. A [teachers' pack](#) is also available.

How visits may be organised

A teacher or year group lead will normally be responsible for running the visit or activity in consultation with the Headteacher and Deputy Headteacher and the school's EVC.

The teacher will be involved in the planning and management of all their class off-site visits and be the Trip Leader.

As part of this process they will:

- Seek permission from the EVC and Headteacher by completing an Excursion Form
- Complete a letter to parents informing them of the trip to request permission and obtain emergency contact details and lunch choices if applicable
- When checked and authorised by the Headteacher send letter to parents with full details
- Appoint a responsible and suitable Deputy Trip Leader
- Meticulously plan each visit considering health and safety as well as educational benefits
- Ensure there is an extremely robust contingency plan in place
- Seek risk assessments from the provider's website where available
- Write their own thorough risk assessment (using the Trust Risk Assessment template on T:Drive) prior to an activity or visit taking place and passes it to the Headteacher and EVC at least two weeks in advance unless there are exceptional circumstances. It is **essential** that risk assessments are shared
- Ensure that records for the trip and its planning are kept
- Access the Evolve system so that our trips can be risk assessed and all planning documents recorded
- Book the school minibus/Citroen/coach if required with the admin team providing at least two weeks' notice to maximise availability
- If packed lunches are to be offered by the school kitchen, to ensure that they are ordered at least two weeks in advance with consideration given to dietary requirements, allergies and pupil entitlement to Free School Meals
- Share risk assessments and emergency procedure with other adults taking part in the activity
- Ensure medical records, care plans, and pupil profiles are up to date and available whilst off-site
- If the Activity Leader and Headteacher consider it necessary, book additional staff for supervision
- Make sure that all necessary permissions and medical information have been obtained by the school office – chase up any that have not been returned
- Ensure that pupil medication is within date, stored carefully and available whilst off-site to comply with that subject area policy and procedures
- Ensure that they have a working school mobile phone which is switched on and used only for emergency purposes and in line with the Trust's Use of Technology Policy
- Ensure a portable first aid box is available both on the transport and about their person
- Ensure that an Emergency Inhaler Kit and Emergency Epi-pen Kit is brought

- Ensure that a member of staff with a current Paediatric First Aid Certificate accompanies trips organised for pupils in Reception
- 'Checking out' and 'checking in' before, during and after a visit by keeping in regular touch with the Headteacher and / or Senior Leadership Team members at the school with progress updates
- Ensure arrangements for contacting school while away and providing updates for parents and estimated time of arrival back and collection arrangement changes are in place and shared as necessary
- On return from the trip the feedback evaluation form must be completed

Where the activity involves a period of more than 24 hours, an overnight stay, or a journey by sea or air, the Headteacher will seek the approval of the governing body before permitting the activity to take place.

Risk Assessment

Staff planning an off-site activity should make a preliminary visit to the venue in order to carry out an on-site risk assessment as well as seeking the provider's own risk assessment if appropriate.

Schools using an outside organisation to provide an activity must check they have appropriate safety standards and liability insurance.

The Council for Learning Outside the Classroom (LOtC) awards the [Learning Outside the Classroom Quality Badge](#) to organisations who meet nationally recognised standards. Staff can [check if an organisation holds the LOtC Quality Badge](#) using this link.

If an organisation does not hold the badge, the school must check that they are an appropriate organisation to use. This could include checking:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they will be taking over supervision of the children.

A comprehensive risk assessment must be carried out by the group leader before the proposed visit. This is in addition to any risk assessment that the provider has issued. This will assess the risks which might be encountered on the visit and will indicate measures to prevent or reduce them.

The risk assessment is based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?

- Can the group leader put the safety measures in place?
- What staff : pupil ratios are recommended for the trip?
- What steps will be taken if delayed or in an emergency?
- Do any children have particular allergies or health needs which may require medication to be administered?

A written and dated risk assessment is required for all trips (regardless of whether or not staff have been to a particular place before).

The Trust RA template on *T:Drive – Risk Assessments* should be completed and sent with the Trip Request form to the Headteacher at least two weeks prior to a trip.

Any suggested amendments must be included and the RA resubmitted to be authorised. Once authorised the trip leader must ensure that all adults attending the trip have read and signed the risk assessment before leaving the school.

Once signed, one copy must be taken on the trip by the trip leader and another left with the Headteacher along with the list of pupils who are taken on the trip.

It is important to consider the probable weather conditions at the time of year proposed for the trip, and the trip leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety.

Venues providing instructor-led activities will often have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group leader to experience the activity beforehand, or if they lack the skills required to make informed judgements about the risks it may involve.

The exact staffing ratios required for different age groups are no longer prescribed however an activity should have sufficient adults taking part to provide a good level of supervision. These ratios provide guidance on appropriate adult supervision:

- 1 adult to 8 pupils in Years 3 to 6 (KS2)
- 1 adult to 6 pupils in Years 0 to 2 (EY and KS1)

These ratios may be adjusted slightly depending on the venue and nature of the trip (for example travelling in the school minibus as opposed to public transport, or if other adults are involved in the activities on site). Any trip will require a minimum of two adults. However, these are minimum guidelines, and may not provide adequate supervision in all cases.

The Visit Leader, and preferably other staff accompanying them, will carry a mobile phone with them in case of emergencies.

A feedback evaluation form should be completed on return from the trip as part of the Risk Assessment review process. This should include the following information:

- Who went on the trip?
- What did they do and when – the programme of activities and itinerary
- Was the planning reasonable – did the Risk Assessment cover all risks adequately
- Provider check

Evaluation of the visit:

- Were the visit/activity objectives met?
- Was there an accident, incident or near-miss on the visit?
- If there was, what was the resulting action taken?

At least one adult accompanying the children must be trained in first aid. In the case of Early Years trips, one member of staff must have completed their Paediatric First Aid training.

Teachers must collect a portable first aid kit from the office prior to leaving on their trip, and this should be returned immediately upon their return (and office staff informed if any supplies have been used).

It may be appropriate to take a member of staff with Paediatric First Aid Training on all school trips and visits. The decision of which level of first aid is needed will depend on the context of the group, the likelihood of injuries, the location of the trip and how remote it is.

Safeguarding

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

When activities and visits involve overnight stays, careful consideration should be given to sleeping arrangements, considering issues of privacy and child protection. Pupils, staff and parents should be informed of sleeping arrangements prior to the start of the trip. Attention should be given to ensuring safe staff/participant ratios and to the gender mix of staff.

Inclusion

It is our policy that all children should be able to participate in educational visits. Where a child with a special educational needs or disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

Transport

WASPS has its own 17-seater school minibus and if additional seats are needed the school Citroen Picasso can be used.

Occasionally school staff may transport pupils to events if parental permission has been given for this.

Sometimes parents transport their own and additional children to events in their own cars. These arrangements are made between parents and within friendship groups. The teacher in charge will ensure that all drivers have clear directions to the venue.

The costing of off-site activities may include any of the following that apply, taking into account the guidance in the Charging and Remissions Policy:

- A contribution towards transport
- entrance fees
- provision of any special resources or equipment
- any refreshments the school has opted to pay for

Children who are eligible for free school meals will be offered a complimentary packed lunch provided by the school kitchen.

Transport arrangements will allow a seat for each member of the party. It is our policy only to use vehicles fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

All the seats in our minibus have seat belts and we instruct all children, whether travelling by car, minibus or coach, to use their seat belts. Help is provided by staff if needed.

Where a child is required to travel in the Citroen, they are measured to check that they are over 135cm in height. Permission is sought from the parents/carers and a car seat provided by the parent if required.

For anyone driving the school minibus, a copy of the driver's licence is also kept on file. The DVLA online system will be used to check annually for any entitlements, endorsements, disqualifications or penalty points for regular drivers.

Drivers are responsible for safety checking the minibus and Citroen prior to transporting passengers and should complete the checklists provided. Please contact the Site Manager for access to these.

Communication with parents

Parents give their consent in writing when their children first start at the school for their child to take part in local off-site activities such as trips to the local farm or around Weston Village.

For children at primary school, written consent is not needed for most trips, as they are part of the curriculum. However, it is good practice to inform parents about these trips and give them the opportunity to withdraw their child. Some pupils may have medical conditions or allergies that have not been previously shared with the school as parents did not think certain triggers would to be encountered in the normal school environment.

The parents of children taking part in an off-site activity are provided with all appropriate information about the intended visit in good time.

Parents are contacted and asked to give separate written consent for more significant trips that:

- need a higher level of risk assessment
- are outside normal school hours
- take place in Bath and other locations around the city and beyond
- for the main school trips which occur during the summer term

Parents are provided with details of the costs for off-site activities and are asked to pay via Parentpay. This is made clear to parents in all correspondence about an educational visit at the planning stage.

Parents are able to pay for more expensive trips in instalments spread over several months and a schedule for the payments is included with information sent to parents about a trip.

If parents are unable to meet some or all of the cost themselves the school explores alternative ways to fund the trips, including requests to local charities and Pupil Premium funding, so that pupils are not excluded from taking part on the basis of cost.

Further Health & Safety Considerations

The DfE guidance mentions ten important areas to consider for the types of activities envisaged. The essential elements which usually apply are:

- responsibilities for visits, including pupils' behaviour
- planning visits, including risk assessments and first aid
- supervision, including ratios and vetting checks (for example DBS checks for volunteers on overnight stays)
- preparing pupils, including special and medical needs
- communicating with parents
- planning transport
- insurance
- types of visits
- visits abroad

- emergency procedures, including contact details and permission for emergency medical treatment if the parents cannot be contacted.

All adults accompanying a party must be made aware, by the Visit Leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home/mobile telephone number of a designated emergency contact should be provided.

The safety of the group, and especially the children, is of paramount importance. During the activity the Visit Leader must take whatever steps are necessary to ensure that safety.

All staff have a common law duty of care and, together with other accompanying adults, they should act as any reasonably prudent parent would do in the same circumstances. This involves taking note of any specific health or medical information and ensuring that children are both safe and well looked after at all times.

The Visit Leader must ensure that all adults taking part in the visit ensure the health and safety of everyone in the group. The Visit Leader will make it clear to children that they must follow the instructions of staff (including those at the venue of the visit) and other accompanying adults, they should behave sensibly and responsibly at all times and must not take unnecessary risks.

Any risks which a teacher attending a venue feels should be highlighted must be reported to the Educational Visits Co-ordinator and/or Headteacher as soon as possible, and they will inform other members of staff if need be. Any significant findings must be recorded in writing on the feedback evaluation form.

Prior to a residential visit parents and pupils are informed of the school's behavioural expectations when groups are representing the school. It is made clear that parents or carers will be contacted to collect any pupil who is unable to follow these expectations. In some circumstances it may be appropriate to have a behaviour agreement in place which is signed by the school, parent and pupil.

If it is felt that the behaviour of an individual pupil is likely to compromise the safety of others, the Visit Leader will discuss with the Year Group Lead and/or Headteacher if there measures to put in place to enable the pupil to take part, especially if part of the curriculum. The Year Group Lead and/or Headteacher may meet with the parents to discuss options so that the pupil can still be included. The decision to exclude a pupil from an educational trip or visit is taken only as a last resort.

This policy should be read in conjunction with the following related policies:

Health & Safety Policy
Supporting Children with Medical Needs
Risk Assessment Policy
Infection Control and Prevention Policy
Charging and Remissions Policy
Behaviour Policy
Inclusion Policy
Equalities Policy

Further guidance and help is available from:

[Health & Safety Executive: School trips and outdoor learning activities](#)

<http://www.hse.gov.uk/services/education/school-trips.pdf> Learning outside the classroom

<http://www.lotc.org.uk/> Outdoor Education National Advisors Panel:

<http://oeapng.info/>

What to do in an emergency

WASPS have a written emergency response plan that covers what to do if there is an incident when pupils are away from school. WASPS also has a communications plan that covers how routine communications should be handled, including regular check-ins and calls to reassure people. See Appendix 1.

Visit Leaders should be familiar with these plans.

Schools can get advice on these plans from their outdoor activity adviser or the OEAP website

<https://oeapng.info/>

It is also essential that the school has a contingency plan in place before the trip and that the Senior Leadership Team at school know how they can support the Visit Leader, hold copies of all the relevant details and have contact numbers for everyone. The visit leader will also take the school credit card in case of emergency.

The contingency plan should ensure that the following considerations are in place:

- staff know the location of an alternative gathering point if an incident prevents access to the planned location for an activity or the return meeting point
- having a second pick-up point for the coach/minibus
- Access to emergency funding, food, accommodation
- Additional mobile phones

Data Protection

It is vital for the health and safety of those involved in visits that relevant information is available to leaders and external providers for planning activities, and in the event of an emergency.

Two copies of the information need to be carried in case it needs to be referred to by different groups.

Information about staff and participants, including recognisable photographs, is however, subject to data protection law.

The appropriate sharing of personal data for visits is of paramount importance and we will ensure that staff involved in the organisation of school trips and visits are fully aware of our responsibilities under GDPR and that parents and carers are provided with the details of how we will share their information.

4. Publication of Information

This policy is written to comply with OEAP National Guidance <https://oeapng.info/> which should also be read and understood by all staff involved with offsite visits. In the event of any apparent conflict between the Trust policy, our school policy or National Guidance, then our Trust's policy must be followed, and clarification sought from the Educational Visits Coordinator (EVC) or Senior Leadership Team.

5. Review of Policy

It is the responsibility of the Headteacher to monitor and evaluate the effectiveness of this policy. This policy will be formally reviewed every two years; however, it will be amended earlier if legislation or school procedures change prior to that time.

This policy will be reviewed every 2 years

Title	Educational and Off-Site Visits & Activities Policy
Date Created	November 2020
Author	H Folkes
Approved by	
Next review date	

Appendix 1

EMERGENCY NUMBERS and EMERGENCY PROCEDURES

- When preparing for off-site trips type in your establishment details at the bottom, then copy and laminate this sheet.
- If going abroad add the local emergency services number and you may wish to translate extra copies of this document into the language of the country you are visiting.
- Take it with you along with medical and emergency contact details for your pupils and staff/volunteers.
- Copies of this sheet should be made and put on display in all vehicles being used and held by party and deputy party leaders who must travel in separate vehicles, if more than one, or at either end of a single vehicle. (Tell the volunteers and children about the form in case it is you who are affected by an incident.)

Emergencies and Critical Incidents - Guidance for Leaders

See also documents [4.1a "Avoiding Accidents and Emergencies"](#) and [4.1b "Emergencies and Critical Incidents – Overview"](#), which includes definitions of the terms 'Emergency' and 'Critical Incident'.

In this document, the generic term “emergency” is used to include both an Emergency and a Critical Incident. Most incidents that happen during off-site visits can be dealt with by the visit leadership team. However, some incidents can be serious or beyond the ability of the visit leadership team to cope with and require support from the establishment and/or the employer. By their nature, emergencies are usually unexpected and can therefore be stressful. However, training and careful pre-planning of what to do beforehand can reduce the trauma of being caught up in one.

In planning for and dealing with emergencies, you should follow any specific guidance provided by your establishment and/or employer. Your establishment should have an Emergency Plan – see document [4.1d “Emergencies and Critical Incidents – Guidance for Establishments”](#).

Before the Visit

Emergency Procedures

Visit Leaders should agree Emergency Procedures with their Educational Visit Coordinator (EVC) or Headteacher. These should include instructions of how to alert the 24-hour (i.e. constant cover) Emergency Contact in the event of an emergency, as well as other actions for the visit leadership team. See document [4.1g "Model Emergency Procedures for Visit Leaders"](#).

All members of the visit leadership team should have easy access to a copy of the Emergency Procedures throughout the visit (e.g. on laminated cards) and be able to take action if there is a problem. If the visit will involve remote supervision, participants should have an appropriate version of the Emergency Procedures and be trained in how to apply them.

Training and Practice

During an emergency you will not have time to read this guidance – you will be reliant on training and effective practised systems. Emergency Procedures should be regularly tested, and all members of a visit leadership team should be able to deal with an incident, including alerting the establishment in the event of an emergency.

Practical training and practice can help leaders and participants to switch into emergency mode when needed. You should consider practising various realistic scenarios and emergency drills

relevant to the type of visits you lead (e.g. coach or minibus breaking down on a motorway, rapid group collection/head count in a public place, fire drills at any accommodation). It is good practice to involve participants in planning and practising for incidents and emergencies, unless there are reasons why this would be inappropriate.

Communications

Communications can become swamped during an emergency, particularly if parents/media are trying to call for news. Phone numbers which are not in the public domain should be agreed to maintain communications in the event that primary channels become overwhelmed. Parents should not be given the telephone numbers that activate the establishment's Emergency Plan or the employer's Critical Incident Plan.

Ensure that mobile phones have enough credit, are charged and, if necessary, are **waterproof/** weatherproof. Check whether there is mobile coverage from your provider in the area of your visit. Carry alternative means of raising the alarm where necessary (e.g. VHF radio, Personal Locator Beacon, EPIRB).

If the visit is overseas, ensure that your phone(s) are enabled for roaming and that your establishment's phones (including the Emergency Contact phones) are enabled to make overseas calls.

First Aid and Medical

You should ensure that there is an appropriate level of first aid cover for the nature of the visit and ensure that first aid kits are appropriately stocked and accessible. See document [4.4b "First Aid"](#).

Basic first aid is not complicated, and many lives could be saved each year if more people knew how to open an airway, place a casualty into a safe airway position and deal with major bleeding/shock. Good practical first aid training is an excellent way to provide young people with a useful life skill while enhancing their self-esteem and self-confidence. It is also an excellent team building/group work activity. It is, therefore, good practice to provide some form of first aid training (whether certificated or not) to all young people and staff.

Ensure that all individual medical needs are known and that leaders are competent to handle them. See document [4.4d "Medication"](#).

During the Incident

Emergency Procedures for Visit Leaders

These procedures are based on the guidance in document [4.1c "Emergencies and Critical Incidents – Guidance for Leaders"](#).

You should tailor them for your establishment and the types of visit that it organises.

In doing this, you should consider the SAGE variables:

- Staff – size and experience of the leadership team, participant/staff ratio;
- Activities – what you plan to do;
- Group – number of participants and their age, behaviour, needs, abilities etc.;
- Environment – remoteness from help and from the establishment, possible weather, nature of the venue/location/terrain.

You may find it useful to have standard procedures tailored for the different types of visit that the establishment organises (e.g. local visits, day visits further afield, activities in wild country, residential trips, overseas visits).

All members of the visit leadership team should have easy access to a copy of the procedures throughout a visit (e.g. on laminated cards) and be able to take action if there is a problem. If a visit involves remote supervision, participants should have an appropriate version of the procedures and be able to use them.

The Visit Leader should take charge of an incident and follow the agreed Emergency Procedures unless and until relieved by the emergency services or by an appropriate member of employer/ establishment staff.

If the Visit Leader is incapacitated, all members of the visit leadership team should be able to take charge and to at least initiate the Emergency Procedures.

The sequence of actions depends upon the nature of the emergency.

Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - assess the situation, establishing the nature and extent of the problem but ensuring that they do not put themselves or others at further risk.
3. Make sure all members of the party are:
 - a. accounted for;
 - b. safe;
 - c. adequately supervised;
 - d. briefed to ensure that they understand what to do to remain safe;
4. Allocate roles to other leaders and/or suitable participants. An effective emergency response requires several things to happen at once and the Visit Leader cannot attend to casualties, ensure that others in the group are moved to a safe place and kept safe, call for help from the emergency services, instigate the Emergency Procedures and keep notes of the incident all at the same time.
5. If there are injuries, take action to establish their extent and administer appropriate first aid.
Aim to:
 - a. Preserve life;
 - b. Prevent the condition worsening;
 - c. Promote recovery: treat for shock; reassure and keep warm.
6. Contact the appropriate emergency service(s) – in the UK dial 999 or 112 for the police, fire and rescue, ambulance or coastguard (for mountain/cave/mine rescue ask for the police); if overseas, ensure that your Emergency Procedures include the appropriate numbers. They will guide you through the information they need but this will include:
 - a. Your name and the name of the group/establishment;
 - b. Location;
 - c. Nature of emergency and number of injured persons;
 - d. Action taken so far.
7. Alert your Emergency Contact. You may be in shock and need support. News travels fast and your establishment/employer will need accurate information.
8. Control any communications by the rest of the group. Rumours spread very quickly and can cause serious and unnecessary upset.
9. Avoid splitting the group – unless it is the only way to get help – and leave nobody on their own.

Secondary Action

Uninjured group members should be moved to shelter or away from the immediate vicinity of any casualties. Ensure that they:

- are adequately supervised throughout;
- are returned as early as possible to base;
- receive appropriate support and reassurance.

Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and medical information for the injured persons.

Consider other people who may need contacting, and whether this is better done by visit staff or establishment/employer staff, e.g.:

- Other groups who are part of your visit;
- Embassy/Consulate/High Commission if abroad;
- Local accommodation/contact;
- Tour operator/provider;
- Insurer.

Direct contact with a parent of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

DO NOT speak to the media, and do not admit any liability or sign anything. Refer all media or legal enquiries to the appropriate person at your establishment or employer.

It is useful to keep an accurate record of events and actions as close to real time as possible. Any leader with spare capacity should, therefore, keep notes – see the section below on Recording the Incident.

Maintain contact with the emergency services and the establishment/employer contact until the emergency is over.

Continually monitor, reassess and review – ensure nothing has been forgotten and all leaders and participants are coping, cared for and secure.

Recording the Incident

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused. If it is appropriate to do so, take photos.

Record the following:

- Time and date of the incident;
- What happened;
- Accurate location;
- Names of casualties and details of injuries;
- Names of others involved but not injured;
- Relevant environmental information (e.g. weather, ground/water conditions);
- Actions taken, including all communications;
- Details of any moves from the incident site (times, who moved, where to, how);
- Names and contact details of witnesses;
- Registration numbers of any motor vehicles involved;
- Proposed actions.

After the Incident

Consider the emotional needs of any staff, participants and others who may have been adversely affected.

- If necessary, provide an accurate detailed statement to your establishment or employer.
- Follow your employer's and establishment's reporting requirements, including completing any accident and incident forms and complying with RIDDOR regulations.

- Review the lessons learned and ensure that these feed into future visit plans, emergency plans and staff training. Share the experience and learning with colleagues.

Emergency Numbers

Visit Leader	
Assistant Leader	
Establishment Emergency Contact	
Establishment – alternative numbers	
Employer Emergency Contact	
Employer – alternative numbers	
Emergency Services in UK	999 or 112 <i>You can text 999 if you have previously registered to do this</i>
Emergency Services in countries to be visited <i>(in some countries there are different numbers for different emergency services)</i>	
Foreign Office Consular Assistance	+44 20 7008 1500
Travel Insurance Emergency Assistance	
Other useful numbers	