



# Educational Visits Co-ordinator Policy

<b>Policy Code:</b>	SG2
<b>Policy Start Date:</b>	September 2024
<b>Policy Review Date:</b>	September 2027

### **Aims of Policy**

- 1.1 Purpose
- 1.2 Scope of policy
- 1.3 Key contacts

### **Roles and Responsibilities**

- 2.1 Employer
- 2.2 Head Teacher
- 2.3 EVC Lead
- 2.4 Visit Lead
- 2.5 Accompanying staff and volunteers

### **Approval procedure and consent**

- 3.1 Approval procedure
- 3.2 Parent/carer consent and information

### **Educational visits planning overview**

- 4.1 Overview of expectations of trips
- 4.2 Competency of Visit Leaders
- 4.3 Expectations of pupils and parents
- 4.4 Visit Leader guidance
- 4.5 Safety during visits
- 4.6 Staffing, supervision and ratios
- 4.7 First aid and medical needs
- 4.8 Weather, clothing and survival
- 4.9 Using an external provider

### **Travel and transport**

- 5.1 Bus and coaches
- 5.2 School minibuses
- 5.3 Private transport
- 5.4 Trains
- 5.5 Planes/boats/ferries
- 5.6 Breakdown

### **Emergency procedures**

- 6.1 Prepare
- 6.2 Emergency procedures
- 6.3 Serious incidents

### **Specialised trips requiring additional risk assessment**

- 7.1 Planning
- 7.2 Risk assessments
- 7.3 Adventurous activities
- 7.4 Water-margin activities
- 7.5 Open water swimming (not water-margin)
- 7.6 Water-based activities
- 7.7 Open-country activities
- 7.8 Snow sports

- 8.1 UK-based residentials

9.1 Overseas trips

**Appendix items**

- A** Checklist of documentation needed for residentials
- B** Pupil information sheet for trips template
- C** Trip overview and itinerary template
- D** Pupil-specific risk assessment template
- E** Transport risk assessment template
- F** Activities risk assessment non-water-based template
- G** Activities risk assessment water-based template
- H** Route planner template
- I** Emergency card – response protocol
- J** Emergency card – contact details

## **Section 1 – Statement of Intent**

### **1.1 Purpose**

The Community Inclusive Trust Directors and Head Teachers are committed to ensuring pupils experience a wide range of activities. Off-site visits and related activities are a valuable part of their education, and the Trust fully supports and encourages those that are well planned and managed.

To follow best practice, CIT adopts the Outdoor Education Advisers' Panel 'National Guidance': [www.oeapng.info](http://www.oeapng.info) and ensures that all staff have access and understand the content for Visit Leaders. In the event of a discrepancy between this policy and National Guidance, the detail in this policy will take precedence.

A common-sense approach will be used in assessing and managing the risks of any activity. We consider that it is important for children to learn to understand and manage the risks that are a normal part of life. Health and Safety measures must always be proportionate to the risks of an activity.

### **1.2 Scope**

The EVC and Visit Leaders must familiarise themselves with this policy. Staff will be given the training they need so they can keep themselves and children safe and manage risks effectively.

The Head Teachers and the Trust are committed to the following:

- Risk assessment will focus attention on real risks, not risks that are trivial or fanciful.
- Proportionate systems and procedures are in place and followed to ensure that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed.
- Those planning the trips are properly supported to ensure that teachers can readily check if they have taken sufficient precautions or whether they should do more.

Staff should read the following statements, which are fully supported by the Trust and its schools and are reflected in this policy:

“HSE fully supports schools arranging a wide range of out-of-school activities, which can include visits to museums, trips to the countryside or taking part in challenging and adventurous activities. HSE wants to make sure that mistaken and unfounded health and safety concerns do not create obstacles that prevent these from happening.”

“HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools, but getting this balance right is essential for realising all these benefits in practice”.

*Statement from HSE “School Trips & Outdoor Learning Activities” June 2011.*

### **1.3 Key contacts**

The nominated 'Employer' officer in Community Inclusive Trust is:

**Kyna Adkins** (Deputy Director of SEND Education) [kyna.adkins@citacademies.co.uk](mailto:kyna.adkins@citacademies.co.uk)

The EVC consultant working for Community Inclusive Trust is:

**Dave Barham** [mail@davebarham.info](mailto:mail@davebarham.info)

EXEANT system advice contact is:

**Phil Driscoll** [info@exeant.co.uk](mailto:info@exeant.co.uk)

## **ROLES AND RESPONSIBILITIES**

All involved in planning, organising, leading and approving educational visits should familiarise themselves with the Educational Visits Policy.

### **2.1 Employer:**

- Signpost schools to necessary training.
- Liaise with the EVC and Head Teachers over any queries.
- Monitor the use of EXEANT and liaise with Head Teachers/EVC regarding any identified issues.
- Meet (in person or virtually) with the EVC lead prior to a residential or overseas trip to discuss the trip and be assured that all agreed checklists and risk assessments are in place.
- Ensure that appropriate approvals have been done within agreed timescales (Appendix 1).
- Liaise with the EVC Consultant to ensure that the policy is up to date with the latest guidance.
- Have in place procedures to monitor and review safety during off-site visits and activities.
- For further guidance see: <http://oeapng.info/>

### **2.2 Head Teacher:**

- Direct schools to required training for Visit Leaders, EVCs, Head Teachers and governing bodies. Appoint an Educational Visits Coordinator (EVC), ensuring that the EVC is competent, with practical experience in leading and managing a range of visits like those run by the school.
- Ensure that the EVC is trained as necessary.
- Where a suitably trained EVC is not in place or absent, the Head Teacher will take on this role until a member of staff is identified and trained.
- Ensure relevant staff understand their roles and responsibilities within the policy.
- Ensure that appropriate approvals have been given within agreed timescales (Appendix 1).

### **2.3 EVC:**

- Ensure that confident and competent staff are assigned to lead and accompany visits.
- Quality assure the documentation of trips and ensures that relevant checklists have been completed.
- Ensure that appropriate approvals have been given within agreed timescales (Appendix 1).
- Ensure that trip evaluations have been completed.

## 2.4 Visit Leader:

- Ensure that they have sought appropriate approval with agreed timescales (Appendix 1).
- Ensure that all risk assessments have been adapted to reflect the specific pupils, staff and location of trip (see Appendices D, E, F and G for specific documentation depending on the trip).
- If possible, an exploratory visit should be made to the planned venue. If this is not practicable, alternative arrangements will be made to gain as much knowledge of the site as possible by liaising with officials at the site or seeking advice from colleagues who have made previous visits.
- Ensure that the agreed checklists have been adhered to.
- For residential and overseas trips, the Visit Leader should meet with the EVC in advance to check the planning of the trip and identify any challenges that may need consideration.
- Complete trip evaluation.

## 2.5 Accompanying staff and volunteers

- Follow the instructions of the Visit Leader.
- Help to maintain control and discipline.
- Be prepared to stop any activity if they feel the risk to health and safety is unacceptable.
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment.
- Inform the Visit Leader if concerned about the health and safety of pupils during the visit.

## 3.1 Approval procedure and consent

The Trust uses an online database system for notification and approval called EXEANT. A key feature of this system is that visits and LOtC activities requiring approval are automatically brought to the attention of the Trust. These are residential visits, overseas visits and activities that include an adventurous activity. Those visits and activities not requiring approval may be viewed, sampled or monitored by the Trust using the database and diary facilities of the system.

***In the case of any overseas visits, complex visits such as expeditions abroad or visits that have a high financial risk, it is essential that pre-approval is sought before any contract is signed with the provider and before any financial transactions are made.***

Visit Type	Parent/carer consent	Initial approval – in principle trip can go ahead	Approve – trip has been appropriately planned	Final approval
Ad hoc' (local, regular and routine visits)	General consent form (DFE "one-off" consent form when a child enrolls at the school.) Written consent is only required for activities that need a higher	Not needed	EVC (1 day prior)	EVC (on the day)
Involving travel within 5 miles of school - 'local & regular'		EVC (2 weeks prior)	EVC (1 week prior)	EVC (2 days prior)
Involving travel in the UK beyond 5 miles of the school		EVC (1 month prior)	EVC (2 weeks prior)	Head Teacher (2 days prior)

Adventurous activities led by an external provider	level of risk management or those that take place outside school hours	Head Teacher (1 month prior)	EVC (2 weeks prior)	Head Teacher (1 week prior)
Adventurous activities led by a member of staff		Head Teacher (1 month prior)	EVC (2 weeks prior)	Head Teacher (1 week prior)
Residential visits	Specific consent form	Head Teacher (3 months prior)	EVC (2 weeks prior)	Employer* (2 weeks prior)
Overseas visits	Specific consent form	Head Teacher (6 months prior)	Employer* (4 weeks prior)	External Consultant (2 months prior)

### 3.2 Parent/carer consent and information sharing

Before a visit is advertised to parents, the Head Teacher must approve the initial plan. Written consent from parents is not required for pupils to take part in most off-site activities organised by the school, as most of these activities take place during school hours and are a normal part of a child’s education at school. However, it is important to ensure that contact details and medical conditions are up to date.

However, in the interests of good relations between the academy and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed. Parents will be told where their child will always be and of any extra safety measures required. Parents will be told in advance of each activity and given the opportunity to withdraw their child from a particular activity or trip. They will also be given the timetable for the activities that pupils are involved in and will be informed (by letter/phone call/through their son/daughter) if an activity must be cancelled.

## EDUCATIONAL VISITS GENERAL EXPECTATIONS

### 4.1 Overview of expectations for all trips:

The Trust is responsible for health and safety, though tasks may be delegated to individual school staff. Employees also have a duty to look after their own and others’ health and safety.

The Trust, as employers, school staff and others, also have a duty under common law to take care of pupils in the same way that a prudent parent would do so.

The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit (if practical and necessary), briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments (if applicable).

### 4.2 Competence of Visit Leaders

The competence of the Visit Leader is the single most important contributory factor in the safety of participants. The EVC and/or Head Teacher will consider the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits?
- Has the Visit Leader undertaken formal Visit Leader training?

- Is the leader competent in planning and managing visits?
- What are the Leader's reasons for undertaking the visit?
- Does the Leader can manage the pastoral welfare of participants?
- Does the Leader exhibit sound decision-making abilities?
- What experience does the Leader have of the participants he/she intends to supervise?
- What experience has the Leader of the environment and geographical area chosen?
- Does the Leader possess appropriate qualifications?
- If appropriate, what is the Leader's personal level of skill in the activity and fitness level?
- Is the Leader aware of all relevant guidelines and able to act on these?

#### **4.3 The expectations of pupils and parents**

The Trust has a clear code of conduct for educational visits based on the school 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents and include the potential of withdrawal of a student prior to or during the visit if such conduct places a child or children at risk and would have led to a temporary exclusion from their school.

#### **4.4 Visit Leader guidance**

Visit Leaders will be selected by the Educational Visits Co-ordinator and be given overall responsibility for the preparation, supervision and conduct of the visit. They should be of sufficient seniority to direct other accompanying staff.

The Visit Leader must ensure that they have followed Trust/school procedures, suitably managed the visit and provided all information required for the specific activity.

All information and risk assessments will be uploaded onto EXEANT and will be evaluated at the end of the trip within the same platform. The information required will vary dependent on the trip.

#### **4.5 Staffing/supervision**

The Trust and its schools recognise the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a visit. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit. All groups must be led by a competent adult employed by the school.

On all visits there must be an 'effective level of supervision' that has been approved by the EVC and Head Teacher and, where applicable, the Trust EVC Lead.

Staffing ratios will vary according to activity, age, group, location and resources. Ratios should not be finalised until the general assessment of the activity is complete. Lower risk activities may require lower staff to student ratios.

Residential visits and adventure activities will require higher levels of supervision, and all accompanying staff and volunteers must be Disclosure and Barring Service (DBS) checked (formerly CRB). Where it is appropriate, the school will ensure that DBS screening is available for volunteer adults assisting with educational activities and visits.



For all other visits, the Visit Leader, EVC and Head Teacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- the type, level, and duration of activity.
- the nature and requirements of individuals within the group, including those with additional needs.
- any specific pupil risk assessments that need to be considered.
- the experience and competence of staff and other adults.
- the venue, time of year and prevailing/predicted conditions.
- the contingency options.

A visit must not go ahead where the Visit Leader, EVC or Head Teacher is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Visit Leaders will also need to consider the needs of pupils with special educational needs and/or physical disabilities. Known behaviours, learning and physical needs should also be considered and noted within the documentation uploaded to EXEANT.

The Visit Leader should discuss this with the Educational Visits Co-ordinator to ensure any judgement is proportionate and not prohibitive.

Consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Remote Supervision: Young people must be supervised throughout all visits. Where they are unaccompanied by a member of staff or other responsible adults, e.g. DofE expeditions, 'down time' in a shopping mall, etc., this is known as 'remote' supervision.

'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The decision to allow remote supervision should be based on professional judgement considering such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility).
- venue and conditions.
- the activity taking place.
- preparatory training.
- the competence of the supervising staff.
- the emergency systems in place.

Supervision Ratios: In general terms, the law does not prescribe activity-specific staffing ratios, but it does require that the level of supervision and group management is “effective”.

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

#### **4.7 First Aid and medical needs**

It is advisable that one member of the accompanying staff is first aid trained and is also able to provide any necessary support for pupils with medical needs e.g. use of an epi-pen. The Educational Visits Co-ordinator will work with the Visit Leader to ensure suitable medical/first aid cover has been provided. This will be assessed considering the activity and pupils participating.

‘Emergency First Aid’ e.g. a 3-hour non-assessed course, is generally suitable for routine urban visits; however, the nature of the visit may indicate that a higher-level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed.

Any medication that needs to be brought on the trip should be safely stored and a designated person should be put in charge of the medication during the trip. Where the medication requires refrigeration, this will need to be factored in. In school the administration of medication procedures should be adhered to as per the policy whilst on the trip.

A travel first aid kit should be carried and details of any pupils with medical needs including care plans should an ambulance be required whilst off site.

#### **4.8 Weather, clothing and survival**

Where appropriate, the Leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to the nature of the visit and the environment, the experience and strength of participants, the time of year and expected weather conditions, altitude and exposure to elements.

When venturing away from immediate help, Leaders should consider the need for comfort, insulation and shelter for a casualty, or for the whole group, and provision of emergency food and drink, etc. The need for signaling equipment and/or mobile phones and torches should also be considered.

It is primarily the responsibility of the Visit Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity to suit changed or changing circumstances, for example, over-busy lunch area, rain, rising water levels, etc.

#### **4.9 Using an external provider**

An ‘External Provider’ is one that provides an element of instruction, staffing, or guiding, for example:

- Activity centre.

- Ski company.
- Educational tour operator.
- Overseas expedition provider.
- Climbing wall where instruction is provided by climbing wall staff.
- Freelance instructor of adventurous activities.
- Youth hostel (where instruction is provided).
- Voluntary organisation (e.g. Scout Association), where instruction is provided.

The decision about the use of an external provider is the responsibility of the Head Teacher.

To confirm that all aspects of the operation of the provider are satisfactory, the school will ensure that either:

- a) The provider holds a Learning Outside the Classroom (LOtC) Quality Badge, or
- b) A 'Risk Assessment' has been satisfactorily completed by the provider.

(If a provider holds an Adventure Activities Licensing Authority (AALA) licence (or any other accreditation), but not a LOtC Quality Badge, then a Provider Form is still required.)

For providers that hold a LOtC Quality Badge, the Visit Lead still has non-delegable duties to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the group and to safeguard pupils and adults.

## **TRAVEL**

In all cases of travel, the Visit Leader will need to consider if any pupil has health needs such as travel sickness, and this should be planned for if pupils become unwell. If using any form of public transport, Visit Leaders should establish a system for ensuring that if a pupil gets lost, they can be located quickly.

### **5.1 Buses and coaches**

When hiring buses and coaches it is essential that the company is reputable. Local Authorities can provide an up to date 'Approved Bus and Coach Operators List' to enable schools to identify those operators who are able to always provide vehicles and drivers to a minimum standard.

The vehicle should be provided with seatbelts on all seats – with all seats forward facing, as the law requires for School trips.

If public transport is used it is advisable to make party bookings in advance and ensure that the risk assessment adequately covers all potential hazards.

### **5.2 School minibus transport**

The school policy is that all drivers of school minibuses above the specified weight limit must hold a D1 licence (those who obtained a licence before January 1997 will have one). All those who do not have a D1 licence will be required to complete a D1 licence test before being permitted to drive.

Drivers will only be permitted to drive a minibus without a D1 licence if the following conditions are met:

- The minibus weighs no more than 3.5 tonnes.
- The minibus has no more than 16 seats.
- The driver is over 21 years of age.
- The driver has been driving on a full licence for more than 2 years.
- The driver is not specifically remunerated for driving through their contract of employment.

**All drivers are required to complete a MIDAS or equivalent minibus driving training course (usually one day) before being permitted to drive.**

Driver fatigue or distraction has been highlighted as a factor in recent minibus incidents nationally.

For journeys not exceeding 1 hour, a single teacher/driver may be considered adequate, subject to the nature of the group and the driver's ability and confidence to manage that group. For journeys involving between 1 hour and 4 hours driving, a second responsible adult should be present to supervise the group.

For journeys involving over 4 hours of driving, the second adult should be a suitably qualified minibus driver. For journeys involving over 4 hours, at least one of the drivers should have had a rest period of at least one hour prior to the start of the journey. Further regular rest periods must be taken – a 15-minute break every 2 hours is recommended. Drivers must not drive if unwell or if on medication or receiving medical treatment which advises against driving.

Seat Belts: Pupils and staff travelling in minibuses must wear seat belts by law.

Overloading: The minibus is overloaded if the total weight (bus + fuel + passengers + luggage) exceeds the **maximum laden weight** for the vehicle. This weight is printed on the vehicle and in the handbook. For guidance, the vehicle should only carry passengers, driver and hand luggage.

The use of a trailer greatly increases the maximum laden weight and is **essential** when transporting a full load of older pupils plus luggage.

Liability for driving an overladen vehicle rests with the driver.

### **5.3 Private transport**

If parents' or teachers' private vehicles are used, the vehicles must be roadworthy and carry business uses included in the car insurance policy. Documentation must be checked by the Visit Leader. All cars must be fitted with suitable child restraints. Parents must provide specific permission for their child to be transported in a private vehicle.

### **5.4 Trains**

If the trip requires use of the railway system, it is essential that tickets are booked in advance to ensure that the group is sat together and supervised by adults. Where possible, pupils should not sit next to members of the public.

Boarding and leaving the train will require careful risk assessment to ensure safe access to and from the train platform and to ensure no pupils are left behind. The risk assessment should include a contingency plan if the train is postponed/cancelled, as

well as assessing the risk of pupils being lost, left behind, lost luggage or accessibility needs.

#### **5.5 Aeroplanes/boats/ferries**

The EVC, Head Teacher and Employer should work together to mitigate any risks. The Trust does not advise overnight ferry trips, as there would be too much risk in supervising pupils, particularly at night where the risk would be greater if a pupil chose to leave their cabin.

#### **5.6 Breakdown or road traffic accident**

If transport breaks down, the Visit Lead should contact the senior leader trip contact and inform them as soon as possible. The Visit Leader should make sure that all pupils and staff are safe until a solution can be found. Recovery services should be contacted to recover the vehicles being used.

If the vehicle is involved in a road traffic accident, the Visit Leader should follow the critical incident procedures below.

### **EMERGENCY PROCEDURES**

#### **6.1 Prepare**

Despite good planning and organisation, there may be accidents and emergencies which will require on the spot response by the Visit Leaders. Adequate provision for minor first aid must be available when the party is 'in the field' and the Leader should ensure that the levels of supervision are sufficient to allow the group to be split where necessary. A school mobile phone should be available as a useful aid.

Activity Centres should have their own emergency procedures. Details of these must be obtained in advance of the visit and compared with the recommended framework below. If there is any doubt about the safety of the arrangements, the trip should not take place.

#### **6.2 Emergency procedures**

Schools will appoint a member of the Senior Leadership Team as their emergency contact for each visit. All major incidents should immediately be relayed to the school office, the office will relay the problem to the SLT, and especially those involving injury or that might attract media attention.

The Visit Leader will leave full details of all pupils and accompanying adults on the visit with the emergency contact, including the home contact details of parents/guardians and next-of-kin. The Visit Leader will always keep this list with them during the trip.

The Visit Leader will also take with them a copy of the school Critical Incidents Emergency Card. (This will be created by the EVC and provided to all Visit Leaders). All incidents and accidents occurring on a visit will be reported back through the school reporting systems.

#### **6.3 Serious incidents**

Visit Leaders should not contact families directly; it is the responsibility of the trip's emergency contact to arrange for families to be contacted. The Head Teacher or designated senior staff member should arrange to contact the parents/carers of those involved. The Head teacher will also inform a member of the Trust ELT.

For serious incidents where the media may be involved, the Visit Leader or other party members must not discuss matters with the media. Under no circumstances should the name of any casualty be divulged to the media.

The Visit Leader should write down, as soon as practicable, all relevant details while they are still fresh in the memory. Other staff members might also be asked to do so.

A record should be kept of the names and addresses of any witnesses. Any associated equipment should be kept in its original condition. Legal liability should not be discussed or admitted.

All accident forms should be completed as soon as possible, and insurers and the Health and Safety Executive should be informed as appropriate.

The Visit Leader will complete the following:

- Establish the nature and extent of the emergency.
- Make sure all other members of the party are accounted for and safe.
- If there are injuries immediately establish their extent, so far as possible, and administer appropriate first aid.
- Establish the names of the injured and call whichever emergency services are required.
- Advise other party staff of the incident and that the emergency procedures are in operation.
- Where possible, ensure that an adult from the party accompanies the injured child/children to hospital.
- Ensure that the remainder of the party is adequately supervised throughout and arrange for their early return to school.
- Where possible arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all pupils and staff are accounted for.
- Control access to phones until contact is made with the principal emergency contact point or designated senior member of staff and he or she has had time to contact those directly involved.
- Where possible and appropriate take photographs (these must remain confidential and be shared only with SLT and legal representatives)
- Where possible take witness statements (these must remain confidential and be shared only with SLT and legal representatives) including name, address and contact details.

**Give full details of the incident to the Head Teacher or designated contact:**

- Name.
- Nature, date and time of incident.
- Location of incident.
- Details of injuries.
- Names and telephone numbers of those involved.
- Action taken so far.
- Telephone number for further contact.

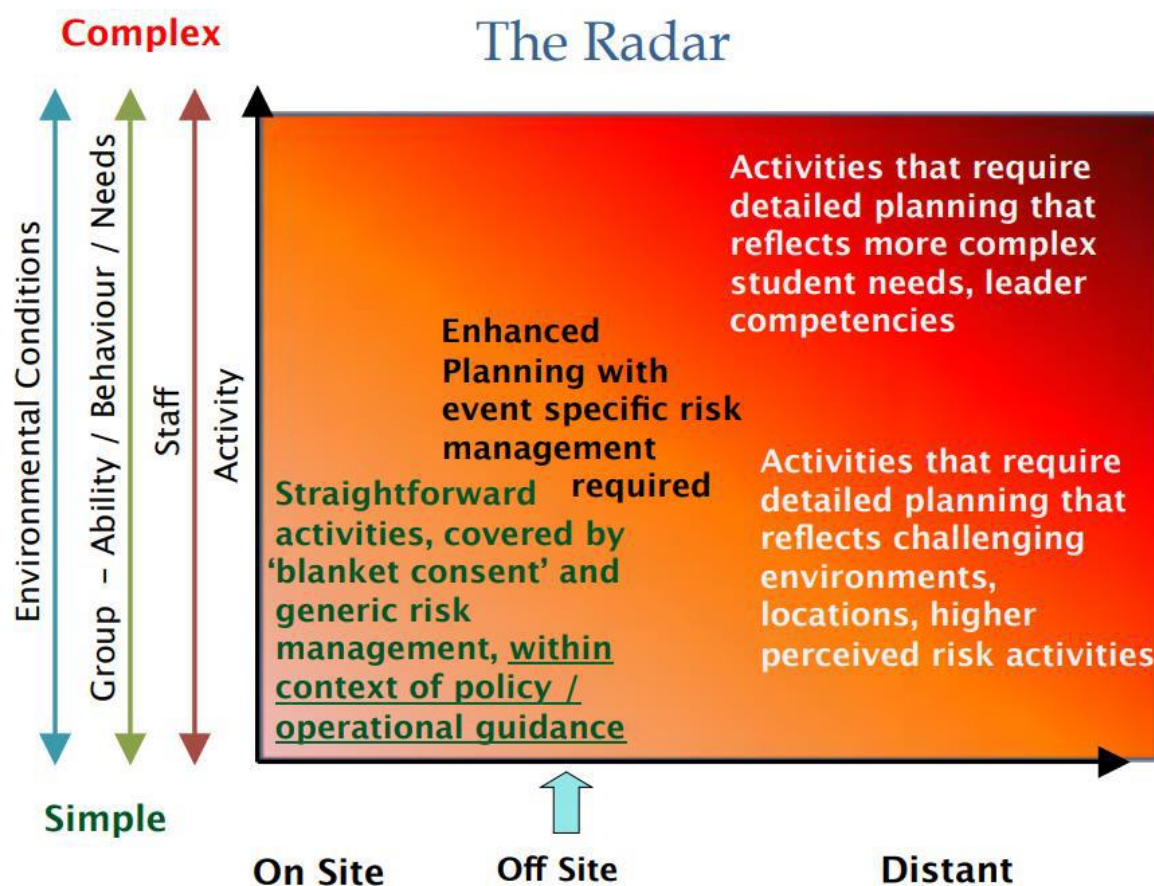
## **SPECIALIST TRIPS**

## 7.1 Planning

The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as “SAGED” as explained below:

1. **Staffing requirements** – trained? Experienced? Competent? Ratios?
2. **Activity characteristics** – specialist? Insurance issues? Licensable?
3. **Group characteristics** – prior experience? Ability? Behaviour? Special and medical needs?
4. **Environmental conditions** – like last time? Impact of weather? Water levels? Tides?
5. **Distance from support mechanisms at the home base** – transport? Residential?

Refer to OEAP NG document: **“Planning Basics for Outdoor Learning, Off-Site Visits and LotC.”**



## 7.2 Risk assessments

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

a separately written risk assessment is required for every activity. However, risk assessment is a dynamic, practical activity, informed by a previously conducted and recorded assessment.

**Local, regular and routine visits will usually be managed through a generic risk assessment understanding operational procedures and staff will risk assess dynamically throughout the visit. Staff should ensure that a generic risk assessment is likely to be suitable. The Visit Leader should ensure that no further amendments need to be made.**

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

Some activities, especially those happening away from the school, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a specific assessment of significant risks must be carried out.

The Head Teacher, in conjunction with the Educational Visits Co-ordinator, will ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned. Where a risk assessment is carried out, the Visit Leader must record the significant findings of the assessment.

A written generic risk assessment may well be sufficient, provided that no other issues or context have been identified if they usually form part of the school day, for example, taking pupils to a local venue which is frequently visited, such as a swimming pool, park, or place of worship. Any risks of these routine activities will have been considered when agreeing with the school's general health and safety policies and procedures. Trip Lead should assess if any amendments are needed to the generic risk assessment and/or if additional risk assessments are required for specific pupils, activities, etc.

Consider that risk assessment is not a one-off exercise. It is a dynamic process: the Visit Leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

Consideration should be given to current national and international security concerns when planning a visit.

Visit Leaders and the Educational Visits Co-ordinator should note that for providers that hold a LOtC Quality Badge, activity risk assessments do not need to be completed by the school. The risk assessments pertaining to the activities organised and led by the provider have been externally assessed and they have been awarded the LOtC Quality Badge.

### **7.3 Adventurous activities**

It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out a brainstorming exercise to identify the benefits and learning outcomes that the activity (or range of activities) might or are intended to achieve. If the outcomes are to be evaluated with any rigour (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted.



A record of these outcomes will help keep the plan focused and be a vital part of the risk management process in providing some objectivity in a “Risk-Benefit Analysis”. Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators.

When planning an activity that will involve adventure activities such as caving, climbing, trekking, skiing or water sports, the Educational Visits Co-Ordinator must check that the provider holds a license as required by the Adventure Activities Licensing Regulations 2004. Such activities will be managed under the provider’s risk management process. These regulations apply to adventure activities that take place in England, Scotland and Wales but these arrangements may be subject to change in the future.

Approval will normally be given where the leader of the activity has recent relevant experience, and:

- is appropriately qualified through the relevant National Governing Body, **or**
- has a ‘Statement of Competence’ from an appropriate ‘technical adviser.’

For most activities, the competence required of a ‘technical adviser’ is stipulated by the activity’s National Governing Body.

In some cases, approval may be granted where no qualification is held, but the person concerned is deemed by the school to have a sufficient level of competence in addition to recent relevant experience.

In cases where no National Governing Body exists, the school will make a decision based on factors which may include technical advice, the leader's stated competence, observed competence, past experience, and attendance at training courses.

Approval will always be subject to a requirement that the leader must always act within the remit of his/her qualifications, and in accordance with National Governing Body Guidelines where these exist.

Approval to lead an adventurous activity is specific to the technical aspects of the adventurous activity detailed. It is not an indication in respect of other aspects of the visit such as general management and supervision skills, the assessment of which will be the responsibility of the Principal, EVC or relevant Head Teacher.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider**

Any external provider must hold a LOtC Quality Badge or complete a Risk Assessment. (If a Provider holds an AALA license and/or any other accreditation but not a LOtC Quality Badge, then a Provider Form is still required.)

Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a ‘pastoral’ duty of care.

... or

- b) **A member of the school's staff who is the activity leader** (this may be different to the Visit Leader).

The definition of an 'Adventurous activity' is activities that are exciting and challenging, often taking place outdoors, and which may involve significant inherent risk of harm if not managed appropriately.

The following activities are regarded as 'adventurous':

- Abseiling
- Air activities (excluding commercial flights)
- Boating (all other forms of boating excluding commercial transport)
- Camping
- Canoeing/kayaking
- Coasteering
- 'Extreme' sports
- High-Level ropes courses
- Hill walking and mountaineering
- Horse riding
- Motor sport – all forms
- 'Open Country' – all activities in 'Open Country' (which is normally defined as land above 300m OR more than 1km from vehicular access)
- Off-road cycling
- Rafting or improvised rafting
- River/gorge walking or scrambling
- Rock climbing (including indoor climbing walls)
- Sailing/windsurfing/kite surfing
- Shooting/archery/paintballing
- Snorkel and aqualung activities
- Snowsports (skiing, snowboarding and related activities)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Underground exploration
- Use of powered safety/rescue craft
- Water skiing
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above

The following activities are **NOT** regarded as adventurous, but must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head Teacher is competent to supervise the activity:

- Farm visits
- Field studies – unless in the environments stated in 'Open Country'
- Ice skating (rink)
- Local traffic survey
- Museum, library, etc.
- Pedal go-karts
- Physical education and sports fixtures
- Swimming in publicly lifeguarded pools
- Theme parks

- Tourist attractions
- Walking in parks or non-remote country paths
- Water-margin activities, e.g., activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in slow-moving, shallow (typically up to the knees of the participants) water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

#### **7.4 Water-margin activities**

This section applies to activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

At the outset, the leader must decide whether the activity falls within the definition above – if not, guidance on ‘adventurous activities’ should be referred to see Section 5.

All staff involved in water-margin activities should be in line with the guidance contained within *Group Safety at Water Margins*. This document must be made available to all supervising adults in advance of the visit.

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

**Young people must be always supervised by a competent adult whilst undertaking swimming activities. The following criteria apply:**

Swimming pools (lifeguarded)

UK Swimming Pool safety: Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.

For publicly lifeguarded pools abroad, assurances must be sought that appropriate lifeguard cover is in place prior to participants entering the water.

Unless suitably qualified, the school staff should not have responsibility for lifeguarding. However, they do always retain a pastoral role for participants either through direct or ‘remote’ supervision.

For swimming lessons, the school should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

#### Hotel (and other) swimming pools

Lifeguarding arrangements will be checked in advance of any visit. If there is no lifeguard, swimming should only take place if there is a suitably qualified adult.

The role of the lifeguard is:

- To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note: the lifeguard should always remain on the poolside except in the case of an emergency).

- If necessary, brief pool users in advance regarding rules (e.g. no diving, running, etc.).
- To communicate effectively with pool users.
- To anticipate problems and prevent accidents.
- To intervene to prevent unsafe behaviour.
- To carry out a rescue from the water.
- To give immediate first aid to any casualty.

The above must be accomplished in the context of the normal operating procedures and the emergency plan for the pool, which should be considered before swimming takes place. Full familiarisation of the systems described should be walked through at the pool.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back-up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

**7.5 Open water swimming** (i.e. not in a swimming pool and not a 'water-margin' activity)  
Consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?
- The designated lifeguard (open water qualified) must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'.
- Local advice must always be sought.

**7.6 Water-based activities**

To participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself, and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered and prepare accordingly. Local advice must be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body guidance must be always worn by all participants in water-based activities, except, at the discretion of the activity leader, where the activity:

- a) takes place in a swimming pool, or
- b) is 'swimming', or
- c) is an activity for which personal buoyancy would not normally be worn by young people.

**7.7 Open-country activities**

The following minimum levels of technical competence apply where a member of the establishment's own staff intends to lead an open-country activity:

- a) For leaders of walking groups in mountainous terrain within the UK and Ireland:
- Mountain Leader Award (Summer or Winter as appropriate) [www.mltuk.org](http://www.mltuk.org), or
  - A written statement of competence by an appropriate technical adviser
- b) For leaders of walking groups in summer conditions in non-mountainous hilly terrain (known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved:
- Walking Group Leader Award [www.mltuk.org](http://www.mltuk.org) or
  - A written statement of competence by an appropriate technical adviser

- c) For leaders of walking groups in terrain 'easier' than that defined in b):

The leader must demonstrate an appropriate level of competence. This may include one or more of the following:

- Countryside Leader Award. See [www.countrysideleaderaward.org](http://www.countrysideleaderaward.org).
- Sports Leaders UK Level 2 Award in Basic Expedition Leadership (BEL).
- A written statement of competence by an appropriate technical adviser.
- Evidence of recent, relevant experience, appropriately corroborated.
- An assessment of competence (written or implied) by the principal.

## **7.8 Snow sports**

A member of staff intending to organise a snow sport visit (but not instruct, lead or supervise on snow) must hold the Snowsport Course Organiser Award (SCO), administered by Snowsport England -[www.snowsportengland.org.uk](http://www.snowsportengland.org.uk) -and must have previously accompanied at least one educational snow sports visit.

Young people may only participate in snow sports when under the direction of an appropriately qualified and competent person. This would normally be an instructor employed by the local snow sports school.

A member of staff intending to lead skiing or snowboarding (i.e. not using a ski school instructor) must be qualified as follows:

Skiing: The minimum qualification to lead skiing on snow is:

- The Alpine Ski Course Leader Award (ASCL) [www.snowsportengland.org.uk](http://www.snowsportengland.org.uk); or
- The Alpine Ski Leader Award (ASL) [www.snowsportscotland.org](http://www.snowsportscotland.org); or
- A statement of competence by an appropriate 'technical adviser'

These awards only qualify to lead NOT teach skiing.

Snowboarding: The minimum qualification to lead snowboarding on snow is:

The Snowboard Leader Award (SBL) administered by [www.snowsportscotland.org](http://www.snowsportscotland.org) or statement of competence by an appropriate ‘technical adviser’.

Pupils may only take part in off-piste activities if under the direction of a suitably qualified local instructor, AND they will remain within the designated controlled areas, AND off-piste activities are specifically included within the visit insurance policy.

### **8.1 UK based residentials**

For all residential visits, parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

A kit list should be provided in plenty of time for parents/carers to get the necessary equipment/clothing.

For all visits its essential that consideration is given to the following:

- Staff ratios, confidence and competence.
- Travel arrangements
- Site security
- Insurance
- Sleeping arrangements include location of staff in relation to pupils and the rationale.
- Food, drink, hygiene facilities
- Access to emergency services.
- Individual pupil risks
- Medical needs of pupils and staff.
- Activity risk assessments.

### **9.1 Overseas visits**

For all visits it is essential that consideration is given to the following:

- Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol and drugs.
- Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
- Transport systems have been assessed as safe for use.

For exchange visits, the school has adopted the Outdoor Education Advisers’ Panel guidance document: *Young People’s Exchange Visits*.

### **10.1 Overseas expeditions**

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid and in date EHIC (European Health Insurance Card) or GHIC (Global Health Insurance Card). In addition, the Visit Leader should identify any legal or cultural expectations on arrival in a different country. It is essential that passports are checked well in advance to ensure they are within date for the entire duration of the trip and that any Visa requirements are completed well in advance.

The Visit Leader should consider the relevant country information from the Foreign and Commonwealth Office website. All relevant FCO information should be circulated amongst the staff team.

Overseas expeditions are defined as those which typically involve journeying in remote areas of the world and/or in developing countries.

Overseas expeditions will only be approved if the provider either:

- a) Holds an LOfC Quality Badge, or
- b) Provides a statement of compliance with Guidance for Overseas Expeditions, Edition 3.

For providers that do not hold a LOfC Quality Badge, 'Guidance for Overseas Expeditions, Edition 3' should be referred to when the proposal is initiated. This document contains information for both establishments and providers and includes a checklist of vital aspects that must be considered prior to the establishment making a commitment with an external provider. Overseas expedition providers are required to comply with the minimum standards specified in this document.

**Appendix A:** Checklist of documentation needed to be uploaded for residential trips

<b>Documents required to be uploaded to EXEANT</b>	<b>Optional/compulsory</b>
If available, a pre-visit assessment	Optional
Pupil information list – see Appendix 2	Compulsory
Trip overview and itinerary – see Appendix 3	Compulsory
Learning Outside the Classroom (LOtC) Quality Badge, or a 'Risk Assessment' satisfactorily completed by the provider	Compulsory
Any additional insurance certificates	If applicable
Copy of letter sent to parents with consent form	Compulsory
Pupil-specific risk assessment – see Appendix 4	Compulsory
Transport risk assessment – see Appendix 5	Compulsory
Accommodation terms and conditions/risk assessment	If applicable
Specialist activities risk assessment - if external provider has risk assessment this can be submitted instead:  Appendix 7 – adventurous (non-water based)  Appendix 8 – adventurous (water-based)	Compulsory
Route cards (for walking/hiking) – see Appendix 9	If applicable



**Appendix B: Pupil information sheet for trips** (continue on second sheet if needed)

<b>Pupil name</b>	<b>Male or Female</b>	<b>Year</b>	<b>Medical needs</b> (State need and any medication requirements)	<b>SEND</b> (State predominant need and any adaptations required)	<b>Behavioural needs</b> (State behaviours and if pupil risk assessment needed in school)

**Appendix C:** Trip overview and itinerary *(amend as necessary depending on trip)*

Information required	Trip specific detail
<b>Visit Leader name and mobile</b>	
<b>School emergency name and mobile</b>	
<b>Purpose of trip</b> <i>(e.g. to develop pupils' skills in field work)</i>	
<b>Location of trip</b> <i>(Full address required including postcode. If more than one location, write all locations in order of the itinerary)</i>	
<b>Date of trip</b> <i>(e.g. departure date 1.7.24. Return date 3.7.24)</i>	
<b>Number of pupils</b> <i>(If pupil has 1:1, count them as a separate group, e.g. 20 pupils x 1:1)</i>	
<b>Number of adults and ratio</b> <i>(If pupil has 1:1 this should not count in the ratio, e.g. 4 adults (1:5 ratio) + 1 adult for 1:1). State if any adult is not a staff member, e.g. volunteer</i>	
<b>Identified staff:</b> Driver (if applicable)  First Aiders  Administrators of medication	
<b>Medication</b> Describe medication requirements and method for transport and storage during trip	
<b>Method of transport</b> <i>(If more than one method during trip, state all methods and when they will be used)</i>	

**Appendix D – Pupil specific risk assessment**

**Pupil specific risk assessment**

<b>Pupil name:</b>	<b>Date written:</b>	<b>Written by:</b>
--------------------	----------------------	--------------------

<b>Likelihood of occurrence</b>	<b>Severity of outcome</b>
Improbable	Negligible (delay only)
Unlikely	Slight (minor injury/damage/interruption)
Even chance	Moderate (lost time, injury, illness, damage)
Likely	High (major injury/damage, disruption to trip)
Almost certain	Very high (fatality/cease trip)

<b>Specific behaviour</b>	<b>Persons at risk and how they might be harmed</b>	<b>Before control measures</b>		<b>Control measures in place</b>	<b>After control measures</b>		<b>Response if behaviour presented despite control measures</b>
		<b>Likelihood</b>	<b>Severity</b>		<b>Likelihood</b>	<b>Severity</b>	

*\*Add additional rows for other school-specific considerations*

**Appendix E – Transport risk assessment**

**Transport risk assessment**

<b>Pupil name:</b>	<b>Date written:</b>	<b>Written by:</b>
--------------------	----------------------	--------------------

<b>Likelihood of occurrence</b>	<b>Severity of outcome</b>
Improbable	Negligible (delay only)
Unlikely	Slight (minor injury/damage/interruption)
Even chance	Moderate (lost time, injury, illness, damage)
Likely	High (major injury/damage, disruption to trip)
Almost certain	Very high (fatality/cease trip)

<b>Specific behaviour</b>	<b>Persons at risk and how they might be harmed</b>	<b>Before control measures</b>		<b>Control measures in place</b>	<b>After control measures</b>		<b>Response if behaviour presented despite control measures</b>
		<b>Likelihood</b>	<b>Severity</b>		<b>Likelihood</b>	<b>Severity</b>	
Unwanted behaviour entering bus							
Contraband brought on to bus							
Injury or illness on bus							

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Unwanted behaviour during journey including any stops							
Breakdown/fault with minibus							
Road traffic accident							
Delay or cancellation							
Exiting vehicle							

*\*Add additional rows for other school-specific considerations*

**Appendix F: Activities risk assessment – non-water-based**

**Adventurous activities – non-water-based risk assessment**

<b>Pupil name:</b>	<b>Date written:</b>	<b>Written by:</b>
--------------------	----------------------	--------------------

<b>Likelihood of occurrence</b>	<b>Severity of outcome</b>
Improbable	Negligible (delay only)
Unlikely	Slight (minor injury/damage/interruption)
Even chance	Moderate (lost time, injury, illness, damage)
Likely	High (major injury/damage, disruption to trip)
Almost certain	Very high (fatality/cease trip)

<b>Specific behaviour</b>	<b>Persons at risk and how they might be harmed</b>	<b>Before control measures</b>		<b>Control measures in place</b>	<b>After control measures</b>		<b>Response if behaviour presented despite control measures</b>
		<b>Likelihood</b>	<b>Severity</b>		<b>Likelihood</b>	<b>Severity</b>	
<b>Unwanted behaviours</b> (Absenting, absconding, not following instructions, inappropriate language, etc)							
<b>Transitioning to activity</b> (Crossing roads, train tracks, walking over bridges, uneven ground)							

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<p><b>Slips, trips, falls</b> (Examples include uneven surfaces, wet/slippery surfaces, tripping over hazards and collisions with peers/members of the public)</p>							
<p><b>Becoming lost</b> (Staff and pupils may become lost if they become separated from the main group and are unfamiliar with the area)</p>							
<p><b>Change in weather conditions</b> (Staff and pupils could be at increased risk of injury/illness due to change in weather and increase chances of becoming lost)</p>							
<p><b>Members of the public</b> (Interactions with members of public may result in confrontation or assault/abuse)</p>							

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<p><b>Contact with animals</b> (Bite, barge, sting, infection, allergy)</p>							
<p><b>Walking near shallow water</b> (Falling in, getting wet/cold)</p>							
<p><b>Walking near water above the knee</b> (Drowning, hypothermia, wildlife e.g. swans, adders)</p>							
<p><b>Inappropriate use/injury from play equipment</b></p>							
<p><b>Climbing tree</b> (Falling from height, branch breaking)</p>							
<p><b>Den building</b> (Lifting/manual handling, collapse of shelter with persons inside, injury by ropes and string, injury by equipment)</p>							
<p><b>Lighting and managing a small fire</b> (Burns, smoke inhalations, fire spreading, explosion)</p>							



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<b>Cooking on a fire/kitchen</b> (Burns, food poisoning)							

*\*Add additional rows for other school-specific considerations*

**Appendix G: Activities risk assessment – water-based**

**Adventurous activities – water-based risk assessment**

<b>Pupil name:</b>	<b>Date written:</b>	<b>Written by:</b>
--------------------	----------------------	--------------------

<b>Likelihood of occurrence</b>	<b>Severity of outcome</b>
Improbable	Negligible (delay only)
Unlikely	Slight (minor injury/damage/interruption)
Even chance	Moderate (lost time, injury, illness, damage)
Likely	High (major injury/damage, disruption to trip)
Almost certain	Very high (fatality/cease trip)

<b>Specific behaviour</b>	<b>Persons at risk and how they might be harmed</b>	<b>Before control measures</b>		<b>Control measures in place</b>	<b>After control measures</b>		<b>Response if behaviour presented despite control measures</b>
		<b>Likelihood</b>	<b>Severity</b>		<b>Likelihood</b>	<b>Severity</b>	
<b>Unwanted behaviours</b> (Absenting, absconding, not following instructions, inappropriate language, etc)							
<b>Slips, trips, falls</b> (Examples include uneven surfaces, wet/slippery surfaces, tripping over hazards and collisions with							

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peers/members of the public)							
<b>Becoming lost</b> (Staff and pupils may become lost if they become separated from the main group and are unfamiliar with the area)							
<b>Change in weather conditions</b> (Heavy rain, lightning, increase in wind)							
<b>Inappropriate/inadequate equipment</b> (Injury or entrapment)							
<b>Lifting and manual handling</b>							
<b>Prolonged immersion in water/prolonged time in sun</b> (Hypothermia/hyperthermia)							
<b>Unclean/polluted water</b> (Infection/illness e.g. Weil's disease)							
<b>Involuntary immersion/loss of control/collision/capsize whilst in water</b> (Drowning, hypothermia)							
<b>Members of the public</b> (Interactions with members							

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of public may result in confrontation or assault/abuse)							
<b>Contact with animals</b> (Bite, barge, sting, infection, allergy)							
<b>Exhaustion</b>							
<b>Locks/canals/weirs</b>							
<b>Supervision levels</b>							

*\*Add additional rows for other school-specific considerations*

**Appendix H: Route planner (complete for each group)**

Group Name		Number of pupils			Number of staff	Group leader and mobile number
Day number	Date	Start time	Estimated wind speed	Estimated walking speed	Maps used	Base contact
Emergency equipment carried					Emergency contacts	
Grid Ref	Distance	Time allowed for leg	Time added for stops	Estimated time of arrival at end of leg	Route description Countryside-Urban	Emergency egress points and nearest help
<b>Start GR:</b>						
To:						
To:						
To:						
To:						
To:						
To:						

*\*Add additional rows for other school-specific considerations*

## Appendix I:

### Emergency Card (Visit Leader)

*(This 'card' must always remain with the Visit Leader on a visit)*

**In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention**, the Visit Leader should immediately ensure any necessary first aid is given and seek medical attention if appropriate. The Visit Leader should seek advice from their academy emergency contact(s) if necessary, which should normally include a member Senior Management of the academy.

The Visit Leader should not be making initial contact with next of kin. This is the responsibility of the academy duty staff.

**In the event of an incident that does involve serious injury or fatality, and/or is likely to attract media attention**, the Visit Leader should adopt the following protocol:

1. Assess the situation
2. Safeguard uninjured members of the group (including self)
3. Attend to any casualties
4. Call emergency services, if appropriate. (**999** or appropriate local number if abroad: Europe 112, North America 911)

Then:

1. The Visit Leader should seek advice from their academy emergency contact(s) and they will contact directly the Deputy Director or Education/EV Employer and ask for support in dealing with incident. Base/emergency contact should confirm they will contact family.
2. Base Contact **must** confirm when and how the family of the student/staff will be informed and by whom.
3. If practicable, delegate party leadership to the Deputy Leader, in order that you can always be contactable, and to enable you to coordinate all necessary actions.
4. You will be provided with a dedicated name/number to refer all press, media, parental, or other enquiries to the Trust and for continuing contact with the TRUST during the incident.

**Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed with Principal or designate**

**Do not allow any member of the group to discuss liability with any other party.**

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage.
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale and take photographs of the situation– It may be appropriate to ask someone else to do this.
- Contact the tour operator
- Contact the British Consulate/Embassy if abroad.

**Appendix J:**

**Emergency Card (Home Contacts)**

*(For visits that take place outside normal academy hours)*

**This ‘card’ must always remain with the academy “Emergency Home Contact” if access to the school system is not possible. The academy’s Emergency Home Contact(s) should have all visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff.**

In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), you should:

- Confirm the phone number at which the caller can be contacted back on.
- Note the time and confirm GMT/BST or local time if abroad.
- Note their location.
- Determine the nature of the emergency.
- Determine the type of help required.
- Confirm when and how contact with parents of students will be made and by whom.
- Confirm with academy leadership the appropriateness of arranging for the Visit Leader to contact next of kin once they have been made aware of the situation by academy duty staff and/or emergency service personnel.

**If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:**

- Provide the required assistance if possible.
- Seek further advice or pass on details to other academy contacts who may be able to assist.

**If the incident does involve serious injury or fatality, and/or is likely to attract media attention:**

- Inform the Visit Leader that someone will phone him/her back within 30 minutes.
- You should contact the Head teacher of the academy (if this is not you) or if not available another member of senior leadership.
- The Head Teacher or a member of the Leadership Team should consider the appropriate time to seek advice and support from the Deputy Director/EV Employer in dealing with the incident.

**Support from the Deputy Director/Employer Lead may include:**

A continuous link with the affected group, helping direct all actions, providing links with the media, rescue agencies, tour operators, insurance companies, etc. and appropriate arrangements for the return of the party.

You will be provided with a dedicated name/number to refer all press, media, parental, or other enquiries to the Trust and for continuing contact with the Trust during the incident.

**Emergency Contacts:**

Name	Position of Responsibility	Phone Number
	EVC	
	Head Teacher	

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	Employer	
	Tour operator – abroad	
	Tour operator/provider	