

Trips and Visits Policy

Aim of the Trust

One community. Many ideas. Everyone's future.

Principles

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

Health and Safety Policy
Behaviour for Learning Policy
Equality Policy
Minibus Policy

The Trust recognises the educational value of off-site visits and their contribution to the personal and social development of the pupils. Pupils extend and realise their potential when they participate in activities that offer challenge and learning experiences outside the academy curriculum.

Pupils can derive a good deal of educational benefit from taking part in visits with their school. In particular they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a student's investigative skills and longer visits, in particular, encourage greater independence.

Purposes

The purpose of this policy document is to ensure that all off-site visits are correctly planned, managed and supervised so that pupils can safely participate in the opportunities that are offered.

To develop, implement and maintain clear systems understood by all visit leaders, accompanying staff and adults to enable trips and visits to proceed knowing that they have taken all reasonable precautions to ensure the health and safety of the pupils in their care.

To promote the intellectual, personal, cultural and physical development of all pupils.

Guidelines

1 RESPONSIBILITIES

The Executive Principal may not delegate these legal responsibilities but will normally act through the Headteacher on a day to day basis to ensure compliance.

The Executive Principal/Headteacher has allocated the role of Educational Visits Coordinator (EVC) to a member of staff at each Academy.

1.1 The EVC should ensure that:

- visits comply with national regulations and guidelines and the Trust's Health and Safety Policy;
- adequate safeguarding procedures are in place;
- all necessary actions have been completed before the visit begins;
- the risk assessment has been completed and appropriate safety measures are in place;
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- the group leader or person in charge of the activity is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place;
- all staff involved are competent to carry out such responsibilities as they may be allocated;
- group leaders are allowed sufficient time to organise visits properly;
- non-teacher supervisors such as assisting staff and voluntary helpers are appropriately trained and competent to carry out tasks allocated;
- parents/carers have, where required, signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the pupils;
- adequate first aid provision will be available (see 7.2 below);
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points;
- there is adequate and relevant insurance cover;

- they have the address and phone number of the visit's venue and have a contact name;
- an Academy contact has been nominated (this should be the appropriate senior staff member) and the group leader has details;
- the group leader, group supervisors and nominated Academy contact have a copy of the agreed emergency procedures;
- the group leader, group supervisors and nominated contact have the names of all the adults and pupils travelling in the group, and the contact details of parents/carers. Contact details of teachers' and other supervisors next of kin are available through the Academy;
- there is a contingency plan or plan B in place should the visit plan be significantly changed or cancelled;
- there is a contingency plan for any delays including a late return home.

1.2 The Group Leader

The group leader will have overall responsibility of the supervision and conduct of the visit and will have regard to the health and safety of the group. The group leader must be an employee and will be appointed or approved by the EVC. The group leader will:

- obtain the EVC's prior agreement before any off-site visit takes place;
- follow the relevant regulations, guidelines and policies;
- appoint a deputy;
- clearly define each group supervisor's role and ensure all tasks have been assigned;
- be able to control and lead pupils of the relevant age range;
- be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place;
- be aware of child protection issues as required, at the discretion of the academy's designated child protection officer;
- ensure that adequate first-aid provision will be available (see 7.2 below);
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents/carers;

- undertake and complete a comprehensive risk assessment;
- review regularly undertaken visits/activities and advise the EVC where adjustments may be necessary;
- ensure that teachers and other supervisors are fully briefed and are aware of what the proposed visit involves;
- have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of supervisors to pupils is appropriate for the needs of the group;
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ensure that group supervisors have details of the Academy contact;
- ensure that group supervisors and the Academy contact have a copy of the emergency procedures;
- ensure that the group's teachers and other supervisors have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively;
- observe the guidance set out for teachers and other adults below;
- Ensure Teachers and Adult Volunteers know their responsibilities and have read the Trips and Visits Policy and the risk assessment.

1.3 The Group Supervisors

Trips may be accompanied by teachers and/or non-teacher adults who act as group supervisors in support of the group leader.

1.3.1 Teachers

Teachers on school-led visits represent the Trust, whether the visit takes place within normal hours, or outside those hours by agreement with the Headteacher.

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

- follow the instructions of the group leader and help with control and discipline;

- consider stopping the visit or the activity, notifying the group leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable;
- ensure that they have read the risk assessment and make the Group Leader aware of any concerns that they might have.

1.3.2 Non-teacher adults

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

- do their best to ensure the health and safety of everyone in the group;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader and teacher supervisors and help with control and discipline;
- speak to the group leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit;
- ensure that they have read the risk assessment and made the Group Leader aware of any concerns they have.

1.5 Pupils

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

- always keep themselves safe;
- not take unnecessary risks;
- follow the instructions of the leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly in line with local codes and customs;
- look out for anything that might be harmful to the individual or group and report concerns to the group leader or supervisor about it.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.

1.6 Parents/carers

Parents/carers should be able to make an informed decision on whether their child should go on the visit. The group leader will ensure that parents/carers are given sufficient information in writing and are invited to any briefing sessions.

The group leader will inform parents/carers how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Special arrangements may be necessary for parents/carers for whom English is a second language.

Parents/carers will need to:

- provide the group leader with emergency contact number(s);
- sign the appropriate consent form;
- give the group leader information about their child's emotional, psychological and physical health which might be relevant to the visit.
- be contactable throughout any residential visit

1.7 Consent

Specific consent must be obtained from the parent/carer of each student taking part in any Type II visit.

Consent must be obtained from the parent/carer of each student taking part in any Type I visit in category S. This can be done either via the admissions forms and subsequent updates or the consent and medical form. In occasional circumstances, where consent forms have not been received, academy staff will request verbal permission and medical information from the parent/carer to avoid the student missing out on the activities.

Type 1 offsite activities in category R do not require consent

1.8 Types of Trip

TYPE I VISITS

There are two categories of Type I visit :-

- R: regular, routine off-site activities. (e.g. the use of off-site facilities for PE).
- S: specific, one-off or occasional visits. (e.g. museum visits, field study visits).

TYPE II VISITS

Type II visits are those which fall into one or more of the categories below

- A: Visits including an overnight stay;
- B: Visits including adventurous activities supervised by employee or volunteer;
- C: Visits including adventurous activities supervised by an external provider (e.g. a commercial centre or hired instructor);
- D: Visits abroad;
- E: Visits in any of the categories above for which insurance is arranged other than through the academy scheme

2 PLANNING VISITS

2.1 Preliminary Planning

The Educational Visits Coordinator has overall responsibility for coordinating the paperwork for all Academy visits and journeys. Formal approval must be sought before proceeding with any arrangements:

- four weeks' notice will be required and approval sought prior to the departure;
- educational visits abroad must be discussed and approval sought in the academic year prior to the departure;
- the period between half-term of the Spring Term and the end of the public examinations must be kept free of all but the most essential off-site visits and activities (TLA only);
- where possible Group Leader to make preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings and any site specific procedures or issues which may have an impact on the visit or the group.
- for overseas visits knowledge should be sought from tour operators
- as far as possible, participants will be involved in the planning and organisation of visits to assist them to make informed decisions and become more risk aware.

2.2 Risk Assessment

An assessment must be completed prior to the visit by the Group Leader and authorised by the EVC and then the Headteacher, if the Headteacher is not available then an SLT member may deputise.

The risk assessment should be based on the following considerations:

- what are the hazards?
- who might be affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader put the safety measures in place?
- what steps will be taken in an emergency?

For each visit, copies of the entire risk assessment pack, including consent forms (when required) with contact details, will be provided to the Headteacher and EVC.

3 PREPARING PUPILS

3.1 Equal Opportunities

Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate irrespective of special educational or medical needs, ethnic origin, sex, religion etc.

3.2 Information to Pupils

Pupils should understand:

- the aims and objectives of the visit/activity;
- the background information about the place to be visited;
- basic foreign culture and customs;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;
- appropriate and inappropriate personal and social conduct including sexual activity;
- who is responsible for the group;
- what not to bring back either within the UK or from abroad such as drugs, knives etc;

- what to do if approached by anyone from outside the group;
- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.

For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. This applies to exchange visits when pupils will also need to know about any ground rules agreed between the group leader and host family.

Where visits involve multiple activities with differing requirements each activity will need to be assessed and separate information provided. Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

3.3 Preparing Pupils for Remote Supervision

During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. As a minimum, pupils should have the following:

- telephone numbers and emergency contacts if lost;
- maps and plans and any other information for them to act effectively;
- a knowledge of how to summon help;
- a knowledge of out of bounds areas or activities;
- details of a rendezvous point.

It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules. A general rule of thumb is the pupils should be in groups of four.

4 COMMUNICATING WITH PARENTS

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

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

- dates of the visit;
- visit's objectives;
- times of departure and return – parents/carers must have agreed to meet their child on return;
- the location where the pupils will be collected and returned;
- mode(s) of travel including the name of any travel company;
- the size of the group and the level of supervision including any times when remote supervision may take place.

5 EXTERNAL PROVIDERS

Visits offering opportunities for adventurous activities, including caving, climbing, trekking, skiing and water sports must be organised in line with national guidelines. Where it is planned to provide such activities through an external organisation, the provider must be checked to ensure that is licensed to comply with the Adventure Activities Licensing regulations 2004.

6 TRANSPORT, INSURANCE ETC

6.1 Insurance

All participants in Type II visits must be insured through the Academy's visit and journeys insurance policy.

Occasionally package trips will include a specific insurance for the activities involved. In these circumstances the parents should receive full details of the insurance cover and sign to confirm their acceptance and understanding of the insurance in place to cover the trip.

6.2 Coaches and Taxis

Coaches and taxis should always be arranged via the Trust's approved suppliers and pupils will always be accompanied by at least one member of staff.

Seatbelts are to be worn at all times.

6.3 Minibuses

Minibuses must be used in accordance with the Trust's minibus policy.

6.4 Private Cars

Pupils are not permitted to travel in private vehicles belonging to staff.

6.5 Public Transport

Occasionally public transport will be used. Staff members will ensure pupils follow all safety guidelines during the journey.

The Trust will ensure that there is an appropriate level of supervision at all times.

7 PROCEDURES

The Group Leader must ensure that the forms that are listed in the appendix are completed at least two months in advance for TYPE II visits and a minimum of two weeks for TYPE I visits.

No visit can go ahead without the signed permission of the Headteacher and Educational Visits Co-ordinator and without an approved Future Events Form authorised by the Headteacher.

7.1 Supervision and Staffing ratios

The Academy will ensure that there is an appropriate level of supervision at all times for all visits. This must be approved by the EVC, or Headteacher.

The suitability on the level of staffing on an individual visit will be based on the following factors:

- The type, level, and duration of activity
- The nature and requirements of individuals within the group, including those with additional needs
- The experience and competence of staff and other adults
- The venue, time of year and other factors
- The contingency or Plan B options

A visit must not go ahead where the EVC or Headteacher is not satisfied that an appropriate level of supervision is in place.

Staff assigned to support the special needs of an individual cannot be included in the overall staffing ratio.

The following ratio is guidance for all visits

- Early Years Foundation Stage 1:4
- Key Stage 1 and Year 3 1:6
- Key Stage 2 1:10
- Age 11 – 18 1:20

It is strongly recommended that for all Type II visits and when the minibus is used for a long journey that a teacher and a second adult (one of whom must be qualified to drive the minibus) accompany the party.

The Group Leader for a trip accompanied by a single adult only must include within the trip risk assessment the contingency plan should that adult be incapacitated during the trip.

7.2 First Aid Provision

All Primary academy trips must be accompanied by a member of staff with an appropriate and up to date first aid qualification. If a pupil with diabetes is going on a Primary academy trip then a member of staff with training in managing children with diabetes must accompany the trip.

The Group Leader for any Secondary academy trip which is not accompanied by a member of staff with an appropriate and up to date first aid qualification must indicate clearly on the trip risk assessment how the requirement for adequate first aid provision will be met.

All trips attended by pupils with a requirement for any medication must be accompanied by a member of staff trained to administer that medication.

7.3 Emergency Procedures

In the event of an emergency during an offsite activity the following procedures should be followed:

- 1) Primary concern is to ensure the health and safety of all members of the Group at all times.
Any actions needed to ensure this must be taken immediately, e.g. contacting emergency services, administering First Aid, obtaining local assistance, etc.
- 2) If urgent information is required from the affected person's Emergency Contact to assist with the affected person, then this should be done. Otherwise, the Academy will make contact with the Emergency Contact.

- 3) The Executive Principal, Headteacher or other Academy SLT Member should then be contacted as soon as possible on the emergency numbers and fully briefed on the situation.
- 4) The Academy will then,
 - a. provide the Group Leader full remote assistance, contacting necessary authorities, services, organisations etc. to ensure safety of the Group
 - b. contact the affected person's Emergency Contact, to inform them of the situation and how it is being managed
- 5) The Academy will inform the Group Leader of,
 - a. any further relevant information regarding the affected participant provided by the Emergency Contact,
 - b. any intention by the Emergency Contact to make their way to the location of where the affected participant is being treated.
- 6) Under no circumstances should any media contact be made by anyone within the Group. The Executive Principal will manage any communications regarding the media in conjunction with the Trust Board.
- 7) In order that the situation can be managed in an orderly manner, other members within the Group should be discouraged from making communications on their mobile phones regarding the incident. Any unmanaged communications to parents/carers may cause undue distress.
- 8) During residential trips a pack of information including the risk assessment, venue contact details and contact details for each pupil on the trip should be held by the Group Leader and the Headteacher (who should also take this home overnight during the trip) to ensure parents/carers can be contacted without delay in the event of an emergency.

8. WORK EXPERIENCE

See Appendix A relating to procedures for sending students out on Work Experience.

APPENDIX A

Procedure For Sending Students Out On Work Experience

When organising an unaccompanied insight day or work placement for a student you need to take reasonable steps to satisfy yourself that any work-related risks to the student are managed by the employer. You will also need to get permission from the appropriate RSL before organising the placement as well as parental consent. Give a copy of all relevant paperwork to the Admin Office/Careers Officer.

Organising staff need to satisfy themselves that the employer has risk management arrangements for placements, including specific arrangements for higher risk environments. The organiser does need to confirm with the employer what the student will be doing, what the risks are and how they are managed. You can rely on past experience, or pooled experience, for example within the local authority area. You do not need to do it all again for a new student where an employer is known to you and has a good track record, and the student's needs are no different to those on past placements. The risk assessment will need to be reviewed if the student has been involved in an accident at the work placement.

Schools are not required to carry out workplace assessments and the person organising placements does not have to have a prescribed level of occupational competence or qualification for health and safety. The employer who is taking on the student for work experience has the primary responsibility for their health and safety.

You will need a copy of the following from the employer:

- the activities the student will be carrying out
- their risk assessment
- Employer Liability Insurance
- Induction programme for work experience

Employers also need to confirm their:

- First aid arrangements (confirm trained first aiders on site and location of first aid kits)
- Fire safety arrangements (confirm fire wardens, fire drills)

You will need to:

- pass on relevant information about the student to the employer and advise on the suitability of a student for a particular placement. (The employer may need to carry out a new risk assessment if the student has particular, special or additional needs.)
- Ask if the employer will provide written feedback for the student
- Send details of placement, including the risk assessment and supervisory arrangements to the student's parent/carer and receive their consent for the placement to go ahead
- Notify RSL, Attendance Officer and Careers Officer of student work experience date(s)

Ensure the student knows:

- They have a duty to take care of their own health and safety, and that of others who may be affected by their actions in the workplace
- They need to pay attention to their work place induction and any instructions regarding the use of any safety equipment that has been provided and taking part in relevant training.
- Ensure they have read the relevant risk assessment(s)
- To raise any concerns about their health and safety with their placement supervisor and the academy and to report any accidents or illness which they think may be work related.

Risk Assessment

A separate risk assessment is not required specifically for work experience students, as long as the existing workplace assessment already considers the specific factors for young people. If the employer does not currently employ a young person, has not done so in the last few years or are taking on a work experience student for the first time, or one with particular needs, they will need to review their risk assessment. There is no requirement to re-assess the risks each time an employer takes on a new work experience student, provided the new student has no particular needs and there have been no significant changes or accidents/incidents.

Even if the organisation has fewer than 5 employees, the employer will need to carry out a risk assessment, as the young person is deemed to be inexperienced, and will require more support in the workplace in regard to health and safety.

Check that the risk assessment reflects whether the placement is in a low risk environment such as an office or shop with everyday risks that will mostly be familiar to the student or in a higher risk environment. For environments with less familiar risks (eg in light assembly or packing facilities), check what the student will be doing and confirm the employer has arrangements for managing risks. This will need to include induction, training, supervision, site familiarisation, and any protective equipment that might be needed. For a placement in a higher-risk environment such as construction, agriculture and manufacturing, discuss with the employer what work the student will be doing or observing, the risks involved and how these are managed. Remember that although the placement might be in a higher-risk environment, the work the student is doing and the surroundings they are working in may not be, for example it could be in a separate office area. Satisfy yourself that the instruction, training and supervisory, as well as health and safety arrangements have been properly thought through.

Insurance

The work experience organiser should ask the employer if they have employers' liability insurance and whether it covers work experience students as employees; as long as the ELCI insurer is a member of the Association of British Insurers or Lloyds this will be the case. There is no need for a visit to the employer to confirm this, just ask the employer for a copy of the insurance certificate and make sure it covers the period of the work experience placement.

Employers who are currently exempt from having ELCI include:

- family businesses, where all employees are closely related to the employer, unless the business is incorporated as a limited company
- sole traders

However, if a family business takes on an employee who is not closely related to the employer, or if a sole trader takes on an employee, then there is a requirement for them to have ELCI. Sight of DBS certificates would also be necessary in these cases.

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