



WHOLE SCHOOL EDUCATIONAL VISITS POLICY

This policy is applicable to all pupils in the school, including those in Boarding and in the EYFS.

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Person/Body reviewing:	Visits Administrator/Executive Board
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Objectives

To ensure that visits are well planned and significant risks are identified and managed. That there are contingency plans in place for changes in circumstances during a visit that are reasonably foreseeable. Those who are those in charge of visits have the necessary competence to manage situations appropriately.

Introduction

To ensure the safety and welfare of pupils taking part in educational visits, trips, exchanges and other outings, the staff who organise, lead or accompany trips are required to follow the guidelines in this Policy. This Policy details the action required when planning and leading a School Trip and the documentation which must be prepared and overseen by the whole school Educational Visits Administrator (EVA)- Mrs Natalie Gould.

King's Rochester has formally adopted "**National Guidance**" (NG) as "**King's Rochester Employer Guidance**". This Educational visits guidance can be found on the following web site: www.oeapng.info The DfE Guidance for Health & Safety in Schools is here: [DfE advice on Health & Safety](#)

It is a legal expectation that King's Rochester employees **must** work within the requirements of their employer's guidance. King's Rochester employees must therefore also follow National Guidance (NG) recommendations.

Where there is any variance of policy between the National guidance and King's Rochester policy the King's Rochester policy requirements take precedence over any guidance.

Where a King's Rochester employee commissions a **Learning Outside the Classroom** (LOtC) activity, they must ensure that such commissioned agent has either: Adopted King's Rochester or OEAP National Guidance **or** Has systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

This policy applies to all overnight trips, trips abroad and day trips, for pupils of King's Rochester, including those who reside during term-time in the Boys' and Girls' Boarding Houses, Senior, Preparatory, Pre-Preparatory School and Nursery (EYFS).

The Value and Evaluation of Learning Outside the Classroom (LOtC)

The Ofsted report "*Learning Outside the Classroom – How Far Should You Go?*" (October 2008) makes statements in the strongest terms to support the value of LOtC, including the fact that it raises achievement. Refer to NG document: "*Ofsted and LOtC Summary*" However, it also highlights the finding that *even where LOtC is highly valued and provided to a high standard, it is rarely evaluated with sufficient rigour* – i.e. in the way that classroom learning is evaluated – and a methodology to address this is provided within the National Guidance document: "*Rigorous Evaluation of LOtC: Meeting Ofsted Expectations and Assuring Quality*".

Planning

Planning should reflect the consideration of Legal and good practice requirements, ensuring:

- The plan is based on King's Rochester procedures and employer guidance.

- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out a brain storming exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor, 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 also 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.

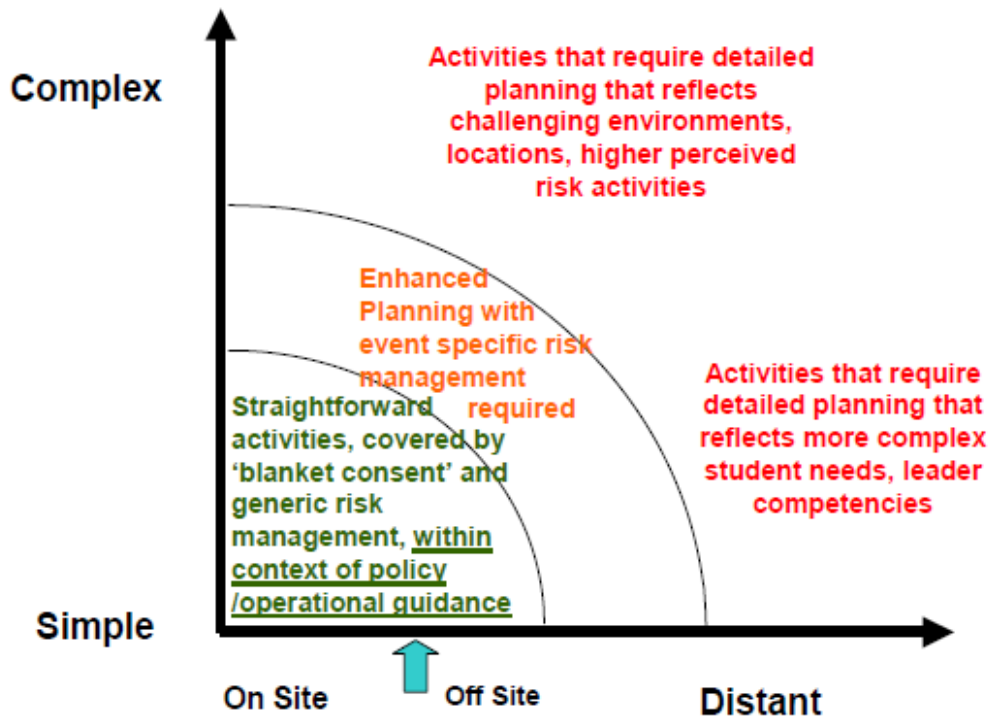
This supports the move towards developing activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to “*operational guidance*” that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

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.

- Staffing requirements – trained? experienced? competent? ratios?
- Activity characteristics – specialist? insurance issues? licensable?
- Group characteristics – prior experience? ability? behaviour? special and medical needs?
- Environmental conditions – like last time? impact of weather? water levels?
- Distance from support mechanisms in place at the home base – transport? residential?
- Refer to NG document: “*Planning Basics*”

Example King’s Rochester trips:

- Straightforward – Sport, local theatre, local museum, House or Form meal
- Enhanced Planning – Geography residential, Biology fieldwork
- Challenging Environments – D of E Gold level
- Complex pupil needs leader competencies – Water sports



Detailed arrangements for visits

All visits are approved by the EB and by the Educational Visits Administrator (EVA). New ventures for the School can be put to Governors at the discretion of the Principal. The approval process and procedures for day, and residential visits are set out in detail on the School's Shared Area (Google Drive/Shared Drive/Admin/Visit Forms) where shared resources (consent forms, generic risk assessments, etc.) are also available. Sport fixtures and trips as part of the weekday Activities programme are approved by the Directors of Sport.

The competence of the visit leader is the key component in ensuring the safety of the participants. Assessment, training and support of visit leaders is a priority of the EVA.

All School trips have a named leader who must be a serving teacher at King's Rochester. The approval paperwork is to be completed by the Trip Leader

The following key documentation should be completed by the Trip Leader well in advance of any visit. Form A is to obtain permission for a trip to take place. It should include a copy of the information to be sent to parents. It should be completed as soon as possible before the trip is planned to take place. (In the case of the Preparatory and Senior Schools, details of trips involving absence from School must be contained in the Calendar for the term in which the trip takes place before letters can be sent to parents).

Information to be given to parents must include:

- Exact times of transport to and from the trip
- Address and if possible telephone number of the Trip Destination*
- Name of Trip Leader (and other staff going on the visit)
- The School's Base Contact name and contact details (landline/mobile)* (The Base Contact should be the primary point of contact for parents in case of emergency. E.g. Principal, Headmaster/ Headmistress or other senior member of staff)
- A sentence to say that school rules apply on the trip.
- Clarification that a copy of the School's insurance policy is available on request.
- Information about EHIC cards (if these are required)*
- Appropriate visa advice for non-EU pupils (if applicable)*
- Kit list*
- Advice on spending money
- A list of activities involved.
- The cost of the trip.

*If these details are not mentioned in the original letter to parents about the trip, they must be disclosed to parents by email or letter before the trip takes place.

NB. Parents should be invited to comment if they do not wish their child to participate in any activity on the understanding that the child may then need to be withdrawn from the trip but may still be charged for the child's place on the trip.

Form B is the main form for completing formalities. No trip may leave without this form completed and SIGNED by the EVA and Headteacher of the appropriate section of the school and/or the Principal. Form B must include a Risk Assessment. Some of these (for example a trip involving coach travel) are generic and can be copied from and used from Google Drive/Shared drive/Admin/Visits Forms. The EVA should be consulted if there is any difficulty over completing Risk Assessments. (Please note that there is now a shortened version of Form B for day visits).

Reference should be made to the School's Health & Safety Policy on risk assessments. Induction training via CPD is given on the completion and use of risk assessments. Risk assessments should form the basis of how the trip is organised and be incorporated into briefing for staff on a trip and for instructions issued to pupils, helpers and parents of pupils on a trip.

In instances where the proposed trip will impact upon a staff member's ability to carry out his/her usual timetabled duties or teaching responsibilities, this must be highlighted and appropriate contingency arrangements made for cover of classes/ usual activities. It

is the duty of the member of staff organising the trip to ask for cover for absent colleagues in the usual way for each part of the School.

All adults accompanying a school visit must be competent to carry out their defined roles and responsibilities. It is assumed that school staff will be overseeing any school-linked visit, and that staff known best to pupils will be asked to accompany visits ahead of any other adults. Any additional accompanying adults required for a visits must be DBS-checked by the school, and capable of carrying out a supervisory role as deemed appropriate by the Principal. (Should family members of staff or pupils request to accompany a school trip, this request will be considered by the Principal and cannot be automatically assumed as accepted; it will be necessary for all to be assured that the needs of the whole group are not compromised by the attendance of a relative on a visit.) Clear advice about conduct in this situation will be offered and payment arrangements will be agreed with the Principal. Parents should not be in a position where they have sole supervision of their own children on a trip, as this may compromise safety of the whole group. If this situation may occur, this must be indicated in the risk assessment and clear indicators given of how any potential risk will be mitigated. All adults leading or accompanying a school-linked visit must have the appropriate level of competency which must be checked by the EVA and EB before they are authorised to attend.

The type of consent form needs to be adapted for each trip. Parental consent is now granted at the start of the academic year for day visits using the ‘Pupil Medical and Educational Visit Record’ for the respective schools. No pupil should go on the trip without a signed consent Form. Such consent may be granted only by a parent or guardian or a boarding Housemaster. This consent does not apply for residential visits and adventurous activities, and so a ‘Form C – Consent Form and Declaration of Health’ should be completed instead. Parents must be made aware of and consent to all activities on the trip, especially water activities or any special arrangements for all pupils travelling home alone after a trip where the time of return for a trip is after the end of the School day.

A Pupil Visit List and Recharge Template should be completed and signed by the appropriate Safeguarding Lead/Deputy prior to the trip taking place. An unsigned copy can be sent to the Bursary if recharge is required.

Form D is a report and assessment of the trip completed after the trip. It should be used for future trips to the same venue.

Minibuses need to be booked separately. Entering ‘minibus travel’ on a Form A or B does not book a bus! If a coach company is to be used, please liaise with the school offices regarding the names of local reputable companies and arrange for a coach to be booked well in advance of the trip.

Risk Management

As an employer, King's Rochester has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level - and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, work shop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring King's Rochester to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. King's Rochester promotes a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". HSE endorse this approach through their "*Principles of Sensible Risk Management*" and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves. DfE also make clear that they support this approach through their guidance here **DfE assessing and managing risk.**

There is no legal or King's Rochester requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people. HSE case study examples of sensible school trip risk management are available here: [HSE case-studies](#) Generic King's Rochester risk management plans exist for a wide range of trips and components of trips – accommodation, transport etc. These are available on Google Drive/Shared Drives/Admin/Visit Forms/Generic Risk Assessments.

Checking the certification of centres and leaders

As an employer, King's Rochester ensures that there is monitoring of the visits and LOtC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of Employer Guidance. There is a clear expectation that the monitoring function is a delegated task put in place by the EVA and principally carried out by experienced staff acting as mentors/advisors for colleagues.

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVA will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by King's Rochester staff. A new D of E day walk for example. Residentials, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy. Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventuremark
- School travel forum

NGB centre approval schemes (applicable where the provision is a single, specialist activity).

King's Rochester takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances.

Teachers in charge of trips must identify if inoculations are required for the trip. These often need to be done several weeks before departure.

Similarly, it must be highlighted if pupils require a visa, and support offered to families in terms of how to apply for the visa for their child.

There must be separate sleeping accommodation for pupils and staff. Pupils and staff should also not be required to share bathroom facilities.

First Aid

All pupils and staff attending a school trip must complete the relevant medical details on Form C. It is also good practice to ask for declaration of health form and relevant medical declarations to be signed by parents/carers and adults on residential visits. The Trip Leader should acquaint himself/herself with all the medical information specific to pupils on his/her trip. Wherever possible another teacher or suitably qualified first aider should be allocated the role of first aider and carry the first aid kit at all times.

First aid training is provided for King's Rochester staff by Mrs Andrea Waite or outside first aid providers. It is desirable that all staff supervising pupils on a school trip have knowledge of appropriate first aid.

On all trips a dedicated first aider will carry a first aid travel kit (obtained from Sisters) including general first aid supplies, spare epipens/ inhalers and any other medicine as may be required by the pupils/ accompanying staff. Their role will be to deliver first aid (if appropriate) before accompanying the child/adult to hospital, or as directed by the emergency services. Appropriate liaison with Sister or a child's parents must occur before the visit to ensure staff on a trip can care for a child or accompanying member of staff's needs adequately. Individuals, parents and Sister must disclose any confidential information necessary to ensure this is the case and staff in possession of such information must observe medical levels of confidentiality with this information.

Pupils with SEND and/or medical needs (including EAL considerations)

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs,

every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

Employers, Heads/Managers, Curriculum Planners and Visit Leaders should be aware of the extent to which Inclusion is or is not a Legal issue. Under the Disability Discrimination Act 1995, it is unlawful to:

- Treat a disabled young person less favourably;
- Fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

It is good practice that prior to any trip, the parents of any pupil with SEND/medical issues should be contacted and full details of the trip given along with a discussion of the pupil's requirements for the trip.

A discussion between the trip leader and the EVA should then take place as to staffing and expectations for inclusion and any special measures that will need to be undertaken. The organiser of the trip will be made fully aware of the SEND/medical issues to allow for planning. Extra staffing may be required to support the pupil on a one to one basis during the trip and the cost of this is required to be factored into the planning.

From the parental permission form (Form C), all data regarding dietary issues and on-going medical issues should be gathered and held by the leader and designated first aider. All staff attending the trip should be conversant with the administration of any emergency medication as indicated on the pupils Care Plan such as Autoinjectors or inhalers. Staff should also be aware of the level of independence of the pupil re their medical care.

Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements must be followed.

Minibuses

It is a requirement of King's Rochester Policy that all staff must hold category D1 entitlement on their driving licence and have completed King's Rochester MIDAS training. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus. The Visit Leader should ensure that coaches and buses are hired from a King's Rochester approved company. The school will ensure

that all drivers are appropriately insured (EYFS 3.66).)Transporting young people in private cars requires careful consideration. Staff cars should only be used to transport pupils in ‘unplanned’ or ‘emergency’ situations. For example, Journeys to hospital, to prevent pupils being stranded etc.

Information to be given to colleagues

A list of all pupils attending trips in term time should be circulated to all relevant teaching staff.

Staffing

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”. Effective supervision should be determined by proper consideration of:

- Staff Competence
- Activity - nature and location of the activity (including the type of activity, duration, skill levels involved)
- Group - age (including the developmental age) of the group; ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.);
- Environment - nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- Distance away from the base

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years. See link here: [“*Early Years Foundation Stage*”](#) The ratio of pupils to staff will be risk assessed and stated on the risk assessment (EYFS 3.65).

All trips must follow School Policy on Child Protection, safeguarding and professional rules on relations between adults and pupils. It is advised that the minimum pupil-teacher ratio should be two staff for up to 20 pupils and one for each extra 15 children. (For early years’ pupils, a maximum ratio of 1 adult to 13 pupils must be maintained-when a teacher or level 6 equivalent colleague is leading the visit. A ratio of 1:8 is maximum if a level 3 qualified colleague is leading the visit. However, it is recommended that maximum ratios of 1:4 are maintained for all King’s Early Years’ visits). It is normal practice that male and female staff should accompany a trip involving both boys and girls, particularly if this involves an overnight stay. However, there will be occasions when this is not practical such as some Senior School trips with very small numbers of pupils. The visit leader should consider in their planning (see Section 5) whether the ratios and gender mix are appropriate and seek advice if necessary. The EVA and EB can approve such trips if this has been fully considered in the risk management.

Concerns over staffing should be discussed with the EVA and/or the Principal/ Headmaster/ Headmistress. If a member of staff (or other adult) has a son or daughter going on the trip who would not otherwise be going (i.e. is not a King’s Rochester pupil in the appropriate year group) then that member of staff (or

other adult) may not be counted in the staffing ratio. If both members of a couple are going on the trip with their child/children, only one parent may count in the staff ratio. Staff expertise or training must be considered when trips require specific knowledge or skill e.g. rock-climbing. Training must be offered if required, and qualifications verified if these are to be required during the trip by the staff member in leading activities for pupils.

Competence

It is an expectation that all leaders and assistants have been assessed as competent to undertake such responsibilities as they have been. To be 'competent' may also include completing specific First Aid and Minibus driving qualifications.

Adventurous Activities – see appendix A for list

King's Rochester acknowledges the immense educational benefits that adventurous activities can potentially bring to young people, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted. Competences to lead outdoor activities should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists. Where there are queries regarding the competencies/experience required the EVA will contact outdoor professionals for advice. All centres and providers used by the school for the provision of adventure activities will hold a current AALS licence.

Other Areas

Staff competence in first aid, minibus driving, life-saving etc may also be needed, depending on the activity. Volunteers will also require induction training prior to a specific visit. Training requirements in these areas should be identified as part of the risk assessment process.

To be deemed competent, a King's Rochester Visit / Activity Leader, or Assistant Leader must be able to demonstrate *the ability to operate to the current standards of recognized good practice for that role.*

All staff and helpers must be competent to carry out their defined roles and responsibilities. Employer Guidance sets a clear standard to which King's Rochester leaders must work. The guidance states:

“a competent Visit / Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

- Knowledge and understanding of their employer's guidance supported by establishment-led training.
- Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.
- Knowledge and understanding of the staff, the activity, the group and the venue.
- Appropriate experience

- In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.”

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to of a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

Supervision on trips

All staff attending trips should be prepared to be on duty at all times and to ensure the safety of the pupils. The specific risk assessments give more detail to this along with required ratios.

On any school trip, King’s Rochester staff must directly supervise children at all times. On no occasion will pupils be left alone unsupervised. The only contradiction to this is when a pupil or group of pupils are conducting an activity which requires them to manage independently without adult supervision e.g. when orienteering/ sailing or walking within a set area. In this scenario, risk assessments must take into account contact procedures for individuals or groups of pupils in an emergency, when they are out of sight, or lose contact with their main group or the group leader.

On residential trips, School staff are to be in attendance and accessible when under the instruction of an outside agency and also during ‘free time’.

Volunteers accompanying groups may assist teaching staff but should not take responsibility for pupils.

Levels of supervision must be appropriate to the age of pupils on the trip. This must be the case even for Senior School pupils with due care paid to pupils’ safety, maturity and the environments encountered on the trip, especially where ‘remote supervision’ is concerned. For example:

- Walking – staff to be at front, middle and rear of walking group. All road crossings to take place at designated crossing points. Staff to ensure that an outside guide is fully aware of this.
- Public Transport – tube – group to remain in one carriage at all times. Staff to count pupils off/on at each stop. Pupils to walk in pairs and single file on right on stairs or escalators.
- Coaches – staff to count pupils on and off coach. Staff to distribute themselves around the coach at front, middle and rear. On the continent, staff must ensure safety when departing from ‘wrong side’. All staff and pupils are to wear seat belts at all times.

School rules apply on all School Trips. This includes with regard to the consumption of alcohol.

Exchange visits

The success of an exchange largely depends on good relationships and communications with the partner schools. Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. Host families abroad will not be subject to English Law. It is essential therefore that the Trip Leader should have a good relationship with the host school counterpart and a clear understanding established about discipline, codes of conduct, child protection and other pupil welfare matters.

Supervision on the exchange is through staff from King's Rochester at school and hotel and through host families. All due effort and care is made to ensure that the family environment is safe including police checks where appropriate. If a child feels that they are under any form of duress then efforts are made to address this through the families and the host school. The letter to parents prior to the visit, states that the pupils are in 'loco parentis' with the host families outside of school hours.

King's Rochester staff are responsible for the pupils during school hours and accompany them on all activities. It also states that there may be local differences in school rules compared to King's Rochester; however, where there are optional rules such as seat belt-usage on coaches, British rules must be followed. All parents should be given the email and phone numbers of any host family parents so they can contact them at any time. The trip leader and a second teacher must have phones and parents numbers so that they are able to call them at any time in an emergency.

Pupils must be aware of the ground rules agreed between the Trip Leader and the Exchange School and through them the host family.

Satisfactory pairing relationships should be made wherever possible. The Trip Leader should tell the Exchange School and host families of any special medical or dietary needs of the guests, as well as of the age and gender of the students.

The Base Contact should have a list of all of the contact details for each pupil including each host family's address and phone number while they are abroad.

Pupils should have adequate sleeping arrangements, usually in their own bedroom and certainly in their own bed.

The Trip Leader should contact the Designated Child Protection Co-ordinator and the Principal to ensure that no family known to have significant problems is hosting an exchange pupil visiting King's Rochester.

For such exchanges, parents will also need to be clearly briefed about how their child will be cared for by the host School and family and what measures are in place should their child have any concerns.

Emergency Procedure

If an accident or emergency happens the priorities are:

- Assess the situation

- Safeguard the uninjured members of the group
- Attend to the casualty, if applicable
- Inform the emergency services and everyone who needs to know about the incident
- Inform the designated base contact at School of the incident

The Trip Leader should then:

- Take charge of the emergency if able to do so
- Contact the Base Contact as quickly as possible with the list of any damaged property/ names of any casualties (if applicable) and the extent of their injuries as far as is possible. The date and time of the incident should be reported
- Nominate a teacher/ adult to accompany any injured pupil to hospital. Ideally the adult should be the same gender as the pupil.
- Ensure that all helpers of the trip know about the incident
- Notify the police if necessary
- Notify the British Embassy/ Consulate if an emergency occurs abroad
- Notify the Tour Operator if appropriate
- Write down accurately and as soon as possible after the incident all the relevant facts and witness details and preserve any vital evidence
- Keep a written account of all events, times and contacts after the incident

The base Contact should then:

- Contact the Principal or Emergency SLT member as quickly as possible
- Assist the Trip Leader to contact parents, if appropriate
- Notify the School's Insurers either directly or through the Bursar, if appropriate

As soon as possible, the teacher leader should fill out an accident form that complies with the RIDDOR requirements for reporting accidents and injuries, if required.

Media Contact

In the event of an emergency/accident there is likely to be media interest. The Trip Leader/assistant staff should refer all media enquiries to the Principal on 01634888555:

- No pupils or staff in the group should speak to the media.
- Names of those involved should not be given to the media under any circumstance as this could cause distress to their families.
- Nobody in the group should discuss legal liability with other parties.
- The Marketing Department will deal with the media at the School end. They will notify the Principal and Chairman of Governors if appropriate.

Contingency Plan

There should be a clear plan, usually for return to base, in the event of an unforeseen circumstance (e.g. no trains, a serious emergency, visit venue closed, accommodation uninhabitable etc.). Key elements of this plan should be known to all members of the party. The Base Contact should usually be informed before putting the Contingency Plan in place and certainly at some point soon after putting it in place.

Legal Requirements & Education Standards,

References:

- A: ISI Commentary on the Regulatory Requirements (www.isi.net)
- B: Reference Guide to the key standards in each type of social care service inspected by Ofsted (www.ofsted.gov.uk)
- C: "Health & Safety at Work" Section H of the ISBA Model Staff Handbook,
- D: "Health & Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide
- E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd
- F: "Good Practice in Adventure Activities within the Education Sector" Adventure Activities Licensing Authority (AALA) (www.aals.org.uk)
- G: Health & Safety on Educational Excursions, Scottish Government (www.scotland.gov.uk)
- H: Health & Safety Executive, School trips and outdoor learning activities home page (www.hse.gov.uk)
- I: "Taking Students Offsite" ATL (www.atl.org.uk)
- J: Institute for Outdoor Learning guidance (www.outdoor-learning.org)
- K: "The Drivers Declaration Form", ISBA
- L: "Driving school minibuses – advice for schools and local authorities", DFE (www.gov.uk/government/organisations/department-for-education)

Annex A

Adventure Activities

Below is a list of 'Adventure Activities' as agreed by Local Authority outdoor education advisors. Before our pupils take part in any of these we need to be sure that the relevant National Governing Body qualifications are held by the person/organisation running the activity or a technical advisor has provided a statement of competence.

All activities in 'open country' such as D of E Expeditions.
Swimming (all forms, excluding publicly life guarded pools)
Camping where participants/leaders erect tents and/or self-cater.
Canoeing / kayaking
Sailing / windsurfing / kite surfing
Rafting or improvised rafting
Use of powered safety/rescue craft
All other forms of boating (excluding commercial transport)
Water skiing
Paintball (including 'Laser Quest')
Snorkel and aqualung activities
Hill walking and Mountaineering
Mountain biking
Rock climbing (including indoor climbing walls)
Abseiling
River/gorge walking or scrambling
Coasteering/coastal scrambling/sea level traversing
Underground exploration (Except designated 'Show' caves)
Shooting and archery
Skiing, snowboarding, and related activities (including dry slope)
Air activities (excluding commercial flights)
Horse riding
Motor sport – all forms
High level ropes courses
'Extreme' sports (Parcours, Bungee, Zorbing, Mountain or ATB Boarding etc.)
Other activities (e.g. initiative exercises) involving skills/risks inherent in any of the above

NB: When planning activities involving caving, climbing, trekking, skiing or watersports (excluding rowing) the visit leader must ensure that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales) and records this information on the relevant documentation.