



**The Haberdashers' Aske's Boys' School**  
Nurturing Excellence

## Educational Visits Policy

Policy Type	Statutory
Regulation	ISSR: Part 3 11
Approval Committee	EIC and TLCC
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# 1 Related Information

## 1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

## 1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

11. The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

ISI Commentary on the Regulatory Requirements 2018 – Further Guidance:

201. Inspectors must exercise professional judgement in assessing the adequacy of the school's documentation and provide general advice as necessary to help schools in being vigilant about the welfare of pupils. In addition, the DfE advice states that schools may wish to include any of the following in their health and safety policy and associated risk assessment:

- policy and procedures for off-site visits, including residential visits and any school-led adventure activities;

202. Procedures for educational visits should be covered in health and safety documentation (whether the main health and safety policy or a separate policy) in a way that is proportionate, meaningful and appropriate to the nature of the trips and risks of the particular school.

## 1.3 Supporting Documents

The following related information is referred to in this policy:

Activities Out of School Handbook (Boys' School)
Activity Centres (Young Persons' Safety) Act 1995
Adventure Activities Licensing Regulations 2004 (SI 2004/1309)
Department for Education Health and safety: department for education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies (2011)
Department for Education: Health and safety on educational visits (2018)
Education (Independent School Standards) (England) Regulations 2014
Educational Visits Procedures (Girls' School)
Health and Safety at Work etc Act 1974
Health and Safety Executive's School trips and outdoor learning activities (June 2011)
Health and Safety of Students on Educational Visits (Department for Education and Skills (DfES)1998)
Health and Safety Policy
Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act

## 1.4 Terminology

**Adventurous Activities** include but are not restricted to activities such as winter sports, rock climbing, hill walking, mountaineering, skin or scuba diving, white water rafting, caving, climbing, trekking, water sports or activities in or around water and Cadet and other uniformed activities. An activity may be considered to be adventurous not only due to the nature of the activity itself but also the environment in which it will take place, to include but not restricted to activities in areas subject to extremes of weather, temperature or environmental change, on or near cliffs or steep terrain or in or near water.

**Educational Visit** includes but is not restricted to the following activities; off-site visits (i.e. those outside the grounds of the School), study and cultural visits, Adventurous Activities and expeditions, overseas trips and residential trips. It is not intended to cover sporting activities or physical education.

**Educational Visits Co-ordinator** has overall responsibility for overseeing all Educational Visits undertaken by the School. They will have responsibility for ensuring all School visits are organised in line with current best practice and with School policies.

**Employee** or **Employees** means anyone who works under a contract of employment at the School.

**Employer** means the Haberdasher's Company, acting as the trustee of the Haberdashers' Aske's Charity trading as Haberdashers' Aske's School for Students.

**External Provider** means any person or organisation other than the School or an Employee of the School who provides a service and or facilitates an activity under a contract during an Educational Visit. This includes Employees who occasionally provide an activity under contract such as a summer camp.

**Head**, where not explicitly defined, means either the Head of the Girls' School or the Head of the Boys' School.

**Licensed Activities** means only those activities which are currently licensable under the Activity Centres (Young Persons' Safety) Act 1995 and Adventure Activities Licensing Regulations 2004 (SI 2004/1309) and include caving, climbing, trekking and water sports.

**Parents** includes one or both parents, a legal guardian, or education guardian.

**School** means Haberdashers' Aske's Elstree Schools Limited as Trustee of Haberdashers' Aske's Charity trading as Haberdashers' Aske's School for Girls **and/or** The Haberdashers' Aske's Boys' School, as now or in the future constituted (and any successor).

**School Rules** include any behaviour code or code of conduct.

**Student** or **Students** means any student or students in the School at any age.

**Supervisor** means any competent adult, over the age of 17 who has responsibilities and duties assigned to him/her during an Educational Visit (to include but not restricted to volunteers, helpers, Parents, host parents and External Providers).

**Visit Leader** means an Employee who has overall responsibility for the supervision and conduct of the Educational Visit.

## **2 Aims of this Policy**

The Governors of Haberdashers' Aske's Elstree Schools recognise the value to Students of Educational Visits. Such visits should:

- Enhance Students' understanding of curricular activities
- Provide opportunities to practise skills
- Develop Students' social skills
- Seek to implement the aims and objectives set out within the Council for Learning Outside the Classroom framework.

The Governors also recognise and accept that such visits may present challenges to the health and welfare of Students. Educational Visits will therefore be planned and operated in accordance with this policy and guidance so that everyone involved understands their responsibility and can participate fully in learning outside of the classroom.

This policy is issued in accordance with the Education (Independent School Standards) (England) Regulations 2014 and the Health and Safety at Work etc Act 1974 and subsequent regulations and guidance. Any legislation referred to in this policy is as amended.

This policy has also been drafted in the light of the Health and Safety of Students on Educational Visits (HASPEV) (Department for Education and Skills (DfES), 1998), as supplemented, given that the Education (Independent School Standards) (England) Regulations 2014 require schools to do so.

This policy has also been drafted in accordance with the updated Department for Education (DfE), Health and safety: department for education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies (2011) and the Health and Safety Executive's (HSE) School trips and outdoor learning activities (June 2011). This policy is applicable to all Students, including those in EYFS. Written in accordance with:

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

This document should be read in conjunction with 'Activities Out of School Handbook' (Boys' School) and 'Educational Visits Procedures' (Girls' School).

## **3 Legal Requirements and Responsibilities**

### **3.1 Employers**

Under the Health and Safety at Work etc. Act 1974, employers are responsible for the health, safety and welfare at work of their employees. This duty extends to everyone involved in Educational Visits (to include but not restricted to teachers, volunteers, helpers and Students).

Employers carry out their legal responsibility, amongst other things, by observing the Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act, which requires them to:

- Assess the risks of activities and record any significant risks
- Introduce measures to control those risks
- Tell their employees about these measures.

Employers retain their legal responsibilities under the Health and Safety legislation, but they can delegate the statutory tasks to their employees. Decisions about Educational Visits are usually delegated to the Head. Permission must be obtained before an Educational Visit takes place. The Head may then in turn delegate duties to others such as one of the Educational Visits Co-ordinators and/or the Visit Leader.

These duties apply at all times to all Educational Visits in the UK. Educational Visits outside of the UK will be subject to the law of that country, but if the risk assessment is carried out in the UK, it will also be subject to UK domestic law.

### **3.2 Employees**

Under the Health and Safety legislation, Employees must:

- Take reasonable care of their own and others' health and safety
- Co-operate with their employers over safety matters
- Carry out activities in accordance with training and instructions
- Inform the employer of any serious risks.

Employees also have a common law duty to act as any reasonably prudent parent would do in the same circumstances. However, in some circumstances such as where Employees specialise in a particular activity or lead more Adventurous Activities there may be a higher duty of care.

### **3.3 The Head**

The Head will ensure that Educational Visits comply with regulations and guidelines provided by the Governing Body and the School's own Health and Safety policy.

The Head will ensure that the Educational Visits Co-Ordinator is competent to arrange, administer and monitor Educational Visits.

If the Head takes part in the visit as a group member/Supervisor, they will follow the instructions of the Visit Leader who will have sole charge of the visit.

### **3.4 Educational Visits Co-Ordinator**

The Educational Visits Co-Ordinator at the Boys' School is the Director of Co-Curricular.

The Educational Visits Co-Ordinator at the Girls' School is the Assistant Head Extra Curricular.

The Educational Visits Co-Ordinator will:

- Ensure that the Visit Leader is competent to undertake and supervise activities and to monitor the risks throughout the visit
- Support the Head and Governing Body with approval and other relevant decisions
- Oversee the preparation procedures for all Educational Visits, advising the Visit Leader as required, making staff aware of the details of all proposed visits
- Keep up to date with all legislation and best practice advice on the running of Educational Visits and ensure that all activities meet guidance requirements.

### **3.5 Visit Leader**

Every Educational Visit will have a Visit Leader who will have been appointed or approved by the Educational Visit Co-Ordinator/Senior Leadership Team (SLT). In the event of the incapacity of or injury to the Visit Leader, arrangements will be made for another appropriately qualified Employee to join the party and take over the Visit Leader's responsibilities.

The Visit Leader will have:

- Overall responsibility for the supervision and conduct of the visit
- Responsibility for the health and safety of the group
- Responsibility for the behaviour and discipline of Students during the visit
- Responsibility to carry out the risk assessment
- For a residential visit it is recommended a pre-visit is carried out
- Overall responsibility for ensuring that First Aid equipment is carried on the trip and that up to date medical details and contact details for all Students are available. On return from the visit, the Visit Leader is responsible for reporting any incidents which occurred on the visit to the Educational Visits Co-Ordinator and relevant SLT member.

- Responsibility for documentation and to be aware of GDPR breaches. Educational Visit paperwork containing student information must be looked after carefully and collected in after the trip and destroyed. The use of 4G iPads/Evolve is recommended and is used for all Girls' School Visits.

### **3.6 Students**

The Visit Leader will make it clear to Students that they must:

- Follow the instructions during the visit
- Dress and behave sensibly and responsibly, using safety equipment as instructed
- Students should wear School uniform or kit unless permission has been given for other clothing
- Students (and the Parents) must be told to bring clothing that is appropriate to all anticipated temperature and weather conditions. Specialist equipment must be identified separately from clothing
- If abroad, be sensitive to local codes and customs
- Look out for anything that might hurt or threaten themselves or anyone in the group and tell the Visit Leader, teacher or Supervisor about it.

Clear instructions on whether or not Students will be allowed to carry mobile phones will be provided in accordance with this policy to the Parents and Students in advance of the visit.

Any Student whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit or withdrawn from a visit which is underway. Reasonable adjustments will be made for Students with medical or other conditions, disabilities or special educational needs.

### **3.7 Parents**

The Visit Leader will ensure that Parents are given sufficient information in writing and are invited to any briefing sessions (where required and essential if the trip includes any residential element), so that they are able to make an informed decision on whether their child should go on the visit. This should include proposals for alternative activities (plan B) in case, for example, adverse weather conditions prevent the intended activity taking place.

The Visit Leader will also tell the Parents how they can help prepare their child for the Educational Visit by, for example:

- Reinforcing the visit's code of conduct
- Understanding the clothing and footwear that will be required and ensuring that this is provided.

Parents will be informed of the arrangements for sending a Student home early if a Student is required to be sent home early. The Parents will normally be required to meet the costs of such arrangements.

Parents will contribute to the success of the visit by:

- Understanding the objectives of the visit
- Giving clear information where relevant on their child's ability or inability to swim
- Providing clear information on their child's health and any special needs, need for medical attention or medication
- Ensuring that they provide up to date contact details.

## **4 Communication with the Parents and Parent Responsibilities**

The Visit Leader, in conjunction with the Educational Visits Co-Ordinator and the Co-Curricular Secretary (Boys' School), is responsible for ensuring excellent communication with the Parents throughout the trip process. This includes:

- Ensuring the information provided to the Parents before students sign up to School trips is as accurate and full as possible and that the Parents have a telephone number or email that they can use to request further information
- Ensuring that all staff accompanying the trip have accurate and up to date medical and contact details
- Ensuring that contact details (including emergency contact details in the UK) are provided to all Parents of Students attending the visit
- Ensuring Parents are fully aware of pick-up, drop-off and other travel arrangements and any changes thereto.

Parents are responsible for making sure that contact and medical details provided for staff during School visits are up to date. Reminders of parental obligations with regard to medical and contact information is made in all trip launch letters.

Parents are responsible for dropping off their students at the School for all trips, and meeting them afterwards, unless other arrangements are made in the trip launch letter such as visits requiring independent travel/meeting at a venue.

## **5 Consent**

The School operates a system of annual consent from the Parents for Educational Visits. Activities covered by this consent include:

- All off site visits that take place during the School day with a return time before the end of the School day
- Evening visits, such as those to the theatre, with a return time beyond the School day
- Off-site sporting fixtures outside the School day
- Any indoor and outdoor activities that take place on the School premises.

Individual parental consent will be sought for all residential trips, Adventurous Activities and visits.

Individual parental consent will be sought for all visits which incur a charge. This will be collected via ParentPay in the Boys' School and added to the termly bill in the Girls' School.

## 6 Outline Approval

Prior to an Educational Visit taking place the Visit Leader must:

- Submit an Outline Approval request via Evolve. This will be signed off by Educational Visits Co-Ordinator in consultation with interested parties (Calendar Committee, Head of Year, Senior Management) where appropriate
- Complete the Evolve Form to include a risk assessment using 'Event Specific Notes' (Girls' School) or the Risk Assessment template (Boys' School)
- Inform the Parents and seek consent via Evolve. Parents must be given full details for the visit including transport arrangements, costs and the nature/purpose of the visit.

## 7 Learning Outside the Classroom (LOtC)

If an External Provider is used to provide an activity, the Visit Leader must check they have appropriate safety standards and liability insurance.

The Council for Learning Outside the Classroom (LOtC) awards the Learning Outside the Classroom Quality Badge to organisations which meet the nationally recognised standards.

Prior to organising an Educational Visit, the Visit Leader should check whether the provider holds LOtC certification. This information is available on the Evolve Resources system or:

<http://lotcqualitybadge.org.uk/>

If an External Provider does not hold the badge, the Visit Leader must check that they are an appropriate organisation.

## **8 Risk Assessment**

### **8.1 Trips that need a Risk Assessment and Extra Planning**

The School adopts a common sense and proportionate approach to health and safety on Educational Visits.

An assessment of the risks involved in the activity and the appropriate steps required to counter them will be carried out for every Educational Visit.

The Visit Leader should make a written assessment of the risks that are likely to arise on the Educational Visit. The risk assessment should cover but is not restricted to:

- Ratios of adults to Students, supervision and vetting
- Transport arrangements
- Location
- Accommodation
- Security
- Activities and contingency plans
- Needing staff with specialist skills
- Emergency procedures
- First aid and special or medical needs
- Remote supervision.

Risk assessments must refer to security/terrorism threat where appropriate.

Risk assessments are dynamic and should consider changes in circumstance.

The Educational Visits Co-Ordinator will check each risk assessment prior to the Educational Visit and may ask the Visit Leader to make changes where required. If in doubt about any aspect of an Educational Visit, then the Visit Leader should consult the Educational Visits Co-Ordinator.

Risk assessments are checked by the Educational Visits Co-Ordinator in the first instance and then may be checked further for certain Educational Visits such as overseas and residential trips.

### **8.2 Equipment**

The nature of any potential harm should be identified, and the Visit Leader should devise a system for avoiding the risk of harm; or minimising the risk if it cannot be avoided. If the risk is considered to be unacceptable by the Visit Leader and/or Educational Visits Co-Ordinator and/or Head the Educational Visit shall not go ahead.

Any risk assessment must:

- Identify the potential risks involved in an activity

- Decide who might be harmed
- Identify control measures which would reduce the risk
- Record the finding
- Review the risk assessment as appropriate.

The Educational Visits Co-Ordinator will also assess participants and competencies before the trip can proceed.

The Visit Leader should continue to assess and reassess risks throughout the visit, taking account of changes, for example in weather conditions. If the risks become unacceptable the visit shall be terminated.

The risk assessment is a dynamic document and can be updated at any time before or during a visit.

The Visit Leader must also risk assess a contingency plan in addition to the main activity, visit or itinerary.

### **8.3 Risk Assessments for Educational Visits**

- Within the Evolve 'Resources' area in the Girls' School are guidance documents for Visit Leaders. These are for reference and to aid Visit Leaders in writing their own risk assessments. At the Boys' School, staff liaise directly with the Director of Co-Curricular for further guidance on the assessment of risk
- Within the Evolve 'Resources' area in the Girls' School Government advice re: travelling abroad information is available and is regularly updated by the Educational Visits Co-Ordinator. At the Boys' School, staff liaise directly with the Visit Leader/Director of Co-Curricular who check Government advice for further guidance on travelling abroad
- Visit Leaders should write risk assessments specific to their Educational Visit; taking into account the age of the Students, the venue and the mode of transport
- When writing a risk assessment there should be an ongoing dialogue between Visit Leader/Educational Visits Co-Ordinator/Emergency Contact (if out of the School hours). This allows for assessment and re-assessment as a visit proceeds
- Any visit including an Adventurous Activity MUST be discussed with the Educational Visits Co-Ordinator during the planning stage
- Risk assessments must be written using the 'Event Specific Notes' section of Evolve or risk assessment template. Activity specific risk assessments are required from the External Provider which must be added to Evolve
- In the Girls' School, Visit Leaders and accompanying staff should take the fold up Emergency Card on visits. In the Boys' School, the Visit Leader is required to carry a school mobile, a school laptop, insurance details and the emergency contact number (disseminated to all staff and Students).

Where relevant, risk assessments will include obtaining information on the need for vaccinations and/or inoculations and ensuring that these are carried out in good time before the visit takes place.

#### **8.4 Risk Assessments for Trips Abroad**

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

The Visit Leader should make sure any External Provider holds the LOtC Quality Badge or similar local accreditation.

The HSE does not cover incidents overseas. However, it can investigate work done in Britain to support the trip, like risk assessments. School staff could be liable under civil law for any injuries to the children due to negligence.

If the trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, the Visit Leader should follow the guide to the British Standard for adventurous activities outside the United Kingdom (<https://bsigroup.com/en-GB/about-bsi/uk-national-standards-body/what-is-the-national-standards-body/why-standards-matter-for-consumers/consumer-resources/>) as the basis for the planning and risk assessment. External Providers employed by the School should follow this too. If the External Provider has an LOtC Quality Badge, then they follow this standard.

The Visit Leader should consider the Foreign and Commonwealth Office's detailed guidance on safer adventure travel and volunteering overseas (<https://www.gov.uk/safer-adventure-travel-and-volunteering-overseas>) when organising adventure visits abroad. A teachers' pack (<https://www.gov.uk/teachers-pack>) is available.

#### **8.5 Supervision Risk Assessment**

The following factors should be considered in the risk assessment in respect of supervision:

- Gender, age, ability, competence and behaviour of the group
- General and specific competencies of the adults within the group
- First aid requirements and knowledge of adults within the group
- Student's special educational and medical needs and disabilities
- Duration and nature of activity including any journey
- Accommodation
- Requirements of the venue
- DBS disclosure for all volunteers involved in overnight supervision.

## 9 Supervision

### 9.1 Ratios (including EYFS)

Supervision of Students can be close or remote but must always be 24 hours a day.

There shall be an adequate ratio of adults to supervise Students during the Educational Visit. This ratio should derive on each occasion from the risk assessment undertaken and from discussion with the Educational Visits Co-Ordinator.

For local low risk visits in normal circumstances, the following ratios may be appropriate:

Rainbow at Girls' School (Reception)	Our usual ratio is 1:6 but individual risk assessments (e.g. close to water/traffic) may indicate the need for 1:4 At least one of whom must possess a paediatric first aid certificate
Pre-Prep at Boys' School/Infants at Girls' School (Years 1 and 2)	1:6
Prep at Boys' School/Junior at Girls' School (Years 3 to 6)	1:10/15
Seniors 11-18 (Year 7+)	1:15/20

For overnight stays, residential visits or visits outside the UK, there will be a minimum of two members of staff in every party. Mixed gender groups should have at least one male and one female member of staff accompanying.

The following ratios may be appropriate:

Prep at Boys' School/Juniors at Girls' School (Years 3 to 6)	1:10
Seniors 11-18 (Year 7+)	1:15

These ratios are **for guidance only** and the ratio should become smaller the more complex or hazardous the activity. This is decided after discussion with the Educational Visits Co-Ordinator.

### 9.2 Unsupervised Students (Senior School only)

Where Students are working unsupervised, for example, on a Duke of Edinburgh Award expedition, the Students must have the aptitude for, and be appropriately trained, briefed and experienced for the activity involved.

Students should be briefed with clear instructions beforehand by the Visit Leader as to what to do in an emergency or in the event of getting lost, e.g. given staff emergency numbers; actions to take in the event of a medical emergency; how to shelter appropriately in difficult weather conditions.

Any period of remote supervision must be adequately risk assessed beforehand.

### **9.3 Supervision by Students (not applicable to Pre-Preparatory/Preparatory Students at the Boys' School or EYFS/Junior Students at the Girls' School)**

In a non-hazardous area/activity, a group of ten Students or fewer may be supervised by older Students aged 16+ for short periods (e.g. up to an hour or so) if those older Students are known to be responsible and have been properly briefed and are supported by a Supervisor, the location of whom is known to the relevant Student.

### **9.4 Accounting for Individual Students (Senior School only)**

The Visit Leader will ensure that each Student who is not under visual supervision is accounted for. This means the Visit Leader will know the identity, whereabouts and expected time and place of return of the Student.

## **10 Child Protection**

The School's Safeguarding Policy and procedures, including any procedures for vetting and assessing the suitability of staff and volunteers, will apply during Educational Visits.

If a safeguarding concern is raised about a child during an Educational Visit, it should be reported to the Visit Leader who will pass on the concern to the emergency contact who will liaise with a Designated Safeguarding Lead.

If the concern is raised about a member of staff, it should be reported to the Head directly.

Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the Educational Visit will be dealt with appropriately at the time and will be reported to the School's Designated Safeguarding Lead and to the Head immediately on return.

For exchange visits, DBS checks will be carried out for any families hosting exchange students including any persons over the age of 18 residing with the family concerned.

Parents should not accompany School trips in the Senior School. Parent volunteers can be used in the Junior and Preparatory Schools and the relevant checks need to be made prior to their involvement in visits.

## **11 Disability, Medical and Special Educational Needs**

The School will make every effort to ensure that all Students are able to take a full and active part in Educational Visits and that reasonable adjustments are made to ensure they are accessible to all, irrespective of disability, special educational or medical needs, ethnic origin, religion, gender, sexual orientation etc.

The School will only consider preventing a Student from attending an Educational Visit as a last resort and will only do so following consultation between the School, the Students and the Parents and only if the refusal is a proportionate means of achieving a legitimate aim, for example because of an unacceptable risk to the health and safety of the Student concerned or others on the Educational Visit.

The School will work with Parents and the Student to agree a way forward in respect of the proposed Educational Visit and retain a written record of the steps taken and the final decision.

Special needs of any kind will be taken into consideration in the risk assessments and planning undertaken in advance of the visit and appropriate measures will be implemented.

Where relevant, there will be discussions with the Parents and the Student relating to the management of their needs during the trip/visit and a record will be kept.

## **12 Adventurous Activities**

Adventurous Activities should be identified and risk assessed before the visit. Visit Leaders must not decide to add such activities during the trip. Always consider the abilities of the Students when assessing risk.

The Visit Leader should ensure that the External Provider is competent and endeavour to use accredited providers with appropriate safeguarding procedures in place wherever possible.

The Visit Leader should check with the Educational Visits Co-Ordinator if in any doubt as to the competency of the External Provider.

It is good practice to seek the opinions of other schools who have used an External Provider.

The Visit Leader should check if External Providers are required to have a licence to provide Licensed Activities (<http://www.hse.gov.uk/aala/public-information.htm>) and, if so, that they hold a current licence at [www.aals.org.uk](http://www.aals.org.uk). Organisations who hold the LOtC Quality Badge should hold a licence for the activity they provide.

The Visit Leader must provide copies of licences for the Educational Visits Co-Ordinator and attach these to visit documentation.

The following activities are licensable:

- Caving (including mines, potholes)

- Climbing (including traversing, scrambling, some abseiling)
- Trekking (including some pony trekking and some mountain biking)
- Water sports (including canoeing, rafting, or sailing on sea or tidal or larger non-placid waters).

Where the Adventurous Activity is not licensable, the Visit Leader must be competent in safety procedures and the planning of such activities and hold National Governing Body qualifications where appropriate or will have achieved adequate proficiency in that activity. Specific advice will be obtained from the relevant federations or associations. Where no such body can be identified, the School will obtain evidence of the competence of the External Provider, including seeking references from other schools, where appropriate. The level of qualification required should be matched to the relevant hazards and risks associated with that activity and specific advice can be obtained from the relevant federations or associations.

Where the main activity is an Adventurous Activity or any activity which is facilitated by an External Provider, the Visit Leader will have regard to the appropriate legislation and guidance available at that time. Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. Specific permission for swimming will always be sought from the Parents in advance. When planning water sports, the Visit Leader should consider the need for instructors and lifeguards. The Visit Leader should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

If the Visit Leader assigns the technical instruction of the group to an External Provider, they should agree with the External Provider their respective roles. Everyone must have a clear understanding of the roles and responsibilities of Supervisors and External Providers.

The Visit Leader and School staff retain responsibility for the moral and emotional well-being of Students during the activity at all times and should not hesitate to withdraw them from an activity they judge to be unsafe or causing distress.

Students' views should always be taken into account. Students who are reluctant to undertake a particular activity should never be forced to participate in that activity.

The Visit Leader will take appropriate steps to ensure that External Providers do not have substantial unsupervised access to Students unless this has been authorised and risk assessed by the School.

The Visit Leader will ensure that all appropriate safety measures are taken and that all safety equipment provided is used in accordance with the recommendations of the appropriate national governing body or association for the sport or activity concerned, including the wearing of ski helmets (where appropriate).

Prior to commencement of any Adventurous Activity, the Visit Leader should be fully satisfied with arrangements for health and safety.

The Visit Leader must obtain relevant documentation from the external provider including relevant risk assessments, safety details and detailed nature of the activities proposed. This information should

be included within the Evolve documentation for that particular visit. In the event they are not satisfied they will consider whether it is appropriate to abort the activity altogether or whether it is safe and/or appropriate to undertake a Plan B, where a dynamic risk assessment will be undertaken.

For further information please see:

<https://www.bsigroup.com/LocalFiles/en-GB/consumer-guides/resources/BSI-Consumer-Brochure-Adventurous-Activities-UK-EN.pdf>

## **13 First Aid**

Visit Leaders are also responsible for ensuring that First Aid equipment is carried on the trip and that up to date medical details and contact details for all Students are available. On return from the visit, the Trip Organiser is responsible for reporting any incidents which occurred on the visit to the Educational Visits Co-Ordinator and relevant SLT member.

Where possible, a trained first aider should accompany an Educational Visit, particularly a visit that has a residential element. Visit Leaders can contact the Educational Visits Co-Ordinator to organise training for their trip staff.

## **14 Documentation/GDPR**

The Visit Leader is responsible for documentation and to be aware of GDPR breaches. Visit paperwork containing student information must be looked after carefully and collected in after the trip and destroyed. The use of 4G iPads/Evolve is recommended.

## **15 Insurance**

The School has in place insurance for each Educational Visit which should include where appropriate, but is not restricted to, Employer's liability insurance, public liability insurance, professional indemnity insurance, motor insurance, travel insurance and independent instructor insurance.

Parents should be informed of the insurance arrangements in clear terms. They should be told which insurances are arranged by the School and which are arranged and payable by the Parents and of any insurances that have not been verified, for example, host parents abroad.

Parents should be told that if they require cover for specific events (for example, repatriation to somewhere other than the United Kingdom) they must make their own arrangements.

Parents should be informed that the School cannot accept liability for the failure of an insurance for reasons beyond the control of the School or where the School has made reasonable enquiries and exercised reasonable care.

## **16 Mobile Phones and Students' Property**

Mobile phones can be very useful in emergencies. However, there are reasons why their use by Students may be restricted on Educational Visits, for example:

- Mobile phones can act as a distraction, preventing Students from making full use of the educational opportunities offered by the visit
- Carrying such phones can expose Students to the risk of mugging and street violence
- Loss or theft of phones can involve Visit Leaders in time consuming reporting procedures
- Homesickness may be made worse by frequent use of mobile phones
- In the event of an incident on an Educational Visit, the Visit Leader has the authority to collect in any communication devices to avoid sensitive information being disseminated through social media/text etc.

The Visit Leader and at least one other Supervisor will carry a fully charged mobile phone at all times and will ensure that an emergency contact at the School has the relevant numbers.

Any Educational Visit which occurs outside of School hours is assigned an emergency contact; usually a member of SLT. The emergency contact will be provided with full details of the visit including contact numbers for the Parents. Visit Leaders must keep their emergency contacts informed of substantial changes to the itinerary. The emergency contact is the link between the Visit Leader, Senior Management and the Parents.

Similar rules will apply to all items of personal property including, for example, cameras. Parents are requested not to send Students on visits with expensive equipment that may attract thieves or be lost or broken. In any event, Students will be responsible for all items of personal property taken on the visit.

## **17 The Safety and Supervision of Students on an Educational Visit**

The Visit Leader retains a duty of care for the group at all times, unless the responsibility for providing care and supervision has been formally handed over to an appropriately selected third party provider for a specific period.

## **17.1 Supervisory Roles for Accompanying Staff**

In delegating supervisory roles, it is good practice for the Visit Leader to:

- Arrange the party into small and easily managed sub-groups
- Ensure that each assistant leader knows which sub-group and which Students they are responsible for
- Ensure that each Student knows which assistant leader is responsible for them
- Ensure that all leaders understand they are responsible to the Visit Leader for the supervision of the Students assigned to them
- Ensure that all leaders and Students are aware of the expected standards of behaviour.

It is good practice for each assistant leader to:

- Have a reasonable prior knowledge of the Students, including any special educational needs, medical needs or disabilities
- Carry a list/register of all group members
- Apply the appropriate type of supervision, as required by or agreed with the Visit Leader
- Regularly check that the entire group is present
- Have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes
- Have the means to contact the Visit Leader or other assistant leaders if needing help
- Be alert to and recognise unforeseen hazards and respond accordingly
- Monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- Be competent in techniques of group management
- Ensure that Students abide by the agreed standards of behaviour
- Clearly understand the emergency procedures and be able to carry them out.

## **17.2 Responsibilities of the Students on a Visit**

Each Student should:

- Know who their leader is at any given time and how to contact them
- Make sure that they have understood instructions
- Make sure they are not isolated from the group
- Know who their fellow sub-group members are
- Alert the leader if someone is missing or in difficulties
- Make sure they are aware of any designated meeting place
- Make sure they understand the action they should take if they become lost or separated.

### **17.3 Student Behaviour on School Trips**

- Students are aware that, whilst travelling with a School party, they are representing the School to the wider community. Students must not act in such a way as compromises their safety, or that of anyone else, or potentially brings the School into disrepute. Any actions, or planned actions, which contravene these rules, will be treated seriously by the School
- Students are expected to abide by all normal School Rules whilst on School trips, by the law of the land, and by other rules established by School staff accompanying the trip for the benefit of efficiency, order or good discipline
- In cases of seriously bad behaviour, repeated misbehaviour, or dangerous conduct, Students may be returned to the School at their Parents' expense.

### **17.4 Head Counts**

Regular head counts of the Students should take place throughout all off-site activities. The frequency will need to be increased at certain points such as crowded public areas, getting on and off transport, and when arriving at or leaving a location or near a significant hazard (such as water). A head count should always be part of any initial response to an incident or emergency. It is easier to monitor and count smaller groups and clusters.

It is good practice to:

- Double-check numbers before departing from a venue
- Always carry a list/register of all the Students and adults involved in the visit
- Ensure that younger Students are readily identifiable, especially if the visit is to a densely populated area, e.g. brightly coloured caps, T-shirts or the School uniform can help identify group members more easily
- Avoid identification that could put Students at risk e.g. name badges
- Provide extra safeguards for very young Students, or for those with special needs, such as providing laminated cards displaying the name of the group or hotel and an emergency contact number. This could be appropriate for all visits abroad, with a translation of the information into the relevant language(s)
- Ensure that everyone is aware of rendezvous points
- Ensure that everyone knows what to do if they become separated from the group
- Make everyone aware of their destination e.g. the tube station where the plan requires them to get off.

### **17.5 Supervision on Residential Visits**

The responsibility for supervision is continuous, 24 hours a day. It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves. This does not mean that the Students on the trip need necessarily to be constantly

watched, but rather that leaders need to achieve a sensible balance of activities and supervision methods.

Time for the Students to be with their peers, away from a close adult presence, can be an important part of visits, particularly of residentials, and brings many additional learning opportunities. This is equally true for structured learning time as it is for recreational time on longer visits. However, too much unstructured time can allow opportunities for homesickness and wandering off, so the time needs to be appropriately managed.

Opportunities for such time should be built into the visit plan with appropriate levels of supervision included.

Visit Leaders should:

- Take care with the use of terms such as 'free time' and 'down time' so that they do not suggest to leaders or participants that supervision will not be in place
- Ensure that all leaders and Students always understand the standards of behaviour that apply, not just during activities
- Ensure that a leader duty system operates so that groups always continue to be appropriately supervised, and that any handover of responsibility is made clear
- Have strict guidelines for behaviour in bedrooms and dormitories.

Supervision can be direct, indirect (within clear boundaries), or remote. In reality, these three form part of a continuum of supervision ranging from physically holding the hand of a child, to a group of competent and sensible students checking in with Supervisors, perhaps once a day during their self-managed expedition or exchange visit. The three types outlined here are illustrative of the range:

**Direct Supervision** occurs when the group remain within sight and contact of a leader.

**Indirect Supervision** (supervision within clear boundaries) occurs when a group is given the freedom to explore an environment or engage in an activity away from direct adult supervision but within clearly identified and agreed boundaries, for example:

- Small group or individual work within a gallery, museum, cultural or historic site or city
- Time between more structured activities during a residential visit. This should be set up so that, in an emergency or changed circumstances, it should not be a difficult or lengthy process to re-establish direct supervision. Keys to indirect supervision (supervision within clear boundaries) include:
  - Identifying clear geographical boundaries within a suitable area and ensuring everyone is aware of these
  - Setting a time limit by which all are to be back at an agreed location
  - Ensuring Students are in small 'buddy' groups and know to stay together
  - Briefing students as to the location of leaders during the activity: some leaders could be in a fixed position and others roaming the agreed area

- If students get lost, they know not to wander aimlessly but to stay together and wait for a leader to find them
- If abroad, ensuring Students carry a small briefing card in the local language
- On a residential visit, ensuring Students know the location of their accommodation (carrying a hotel card from reception is a simple and effective idea).

For example, on a trip to Europe one of your aims is for the Students to have a cultural experience and an opportunity to practise language skills in the local market. The Visit Leader chooses an appropriate market with an easily defined boundary and no major traffic hazards. They split the Students into small groups who know to stay together. Each group has a small card in the local language explaining who they are and giving an emergency contact number. The Students are shown the geographical boundaries within which they can roam and the rendezvous point where there will always be a leader and where they are to meet by a certain time. Some leaders sit at the local café (the rallying point) while the others walk round the market. This is a good example of a sensible risk benefit assessment – the educational benefits are clear and powerful while the risks are appropriately managed.

**Remote Supervision** occurs when a group works at such a distance that direct supervision would take some time to be re-established (e.g. during a remotely supervised adventure walk; Students travelling independently to a venue; an orienteering activity; a Duke of Edinburgh Award expedition). For this form of supervision to be appropriate a decision must be made that the young people no longer require an adult leader but are capable of operating independently. Supervision in this context is more of a monitoring and emergency response role. Although the Supervisor is not physically present they should be able to intervene or assist within a reasonable time when contacted or if there is a cause for concern (reasonable in this context will depend on the age, maturity and competence of the group, the activity and the environment). For this to be effective, the group must know how to make contact with a remote Supervisor. When supervision is remote:

- Groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures
- Remote Supervision will often be most appropriate in the final stages of a phased development programme
- Students should be familiar with the environment or similar environments and have details of the meeting points and the times of rendezvous
- Clear and understandable guidelines will be set for the group, including physical and behavioural parameters
- The Parents should be made aware of the nature of supervision and the level of responsibility and independence expected of the young people
- There must be clear lines of communication between the group, the Supervisor and the establishment
- Mobile phones should not be regarded as a failsafe method of maintaining communication
- The Supervisor should monitor the group's progress at appropriate intervals

- There should be defined time limits between contacts. Exceeding these limits should activate an agreed emergency procedure
- There should be a recognisable point at which the activity is completed
- There should be clear arrangements for the abandonment of the activity where it cannot be completed without compromising safety
- The Visit Leader should select the type of supervision to maximise the educational benefits while appropriately managing the risks
- It is essential that everyone involved in the activity, including the Parents, understands the supervision arrangements and expectations.

### **17.6 Night Time Supervision**

It may not be possible or appropriate that all of the following are fully met but Visit Leaders must either be confident that the risks of the accommodation can be managed, or they should change location.

The sleeping accommodation is exclusively for the group's use or rooms are located next to each other, ideally on the same floor or:

- If the accommodation is being shared with another school group, the joint expectations of leaders and young people are shared and agreed
- Leaders have sleeping accommodation providing easy access to their group. Consider location of leaders when young people's rooms are not in close proximity to each other
- Consider the most appropriate allocation of young people to rooms
- Where shower and toilet facilities are not en suite, consider arrangements for managing the use of shared facilities
- Consider how secure the buildings can be made against intrusion and if there is 24-hour staffing of reception
- Confirm that rooms can be secured but leaders have access to a master key
- Ensure everyone knows the emergency procedures, fire escape routes and assembly points
- Fire escape routes have been checked to ensure that they are clear of obstruction
- Ensure there is an appropriate Personal Emergency Evacuation Plan (PEEP) for any adult or young person who may need one.

### **17.7 Group Supervision when Travelling**

The level of effective supervision necessary for the journey should be considered as part of the overall risk management plan. Lost person incidents are most likely to occur at rest stops, when changing transport or during transitions from one place to another.

Positioning of leaders, rally points, clear communication between subgroups and especially head counts before continuing, are important tools at such points.

## 18 Emergency Procedures

The School allocates a Senior Member of Staff with particular responsibility for covering each trip. In the case of an emergency, that member of staff is responsible for coordinating the School response.

In an emergency, the Visit Leader will contact the Senior Member of Staff on Duty (Emergency Contact). If the Visit Leader is unavailable to make this call, another member of Staff on the trip will make the call.

The Emergency Contact will thereafter be responsible for co-ordinating arrangements at School including:

- Contacting the SLT/Head as appropriate
- Despatching of additional staff support to the scene of the trip
- Contacting the Parents of Students on the School trip and making sure that a dedicated telephone line is made available for the Parents to call if appropriate
- Providing any additional logistics or support arrangements for the School group (including, for example, alternative transport arrangements).

## 19 Evaluation

All Educational Visits should be evaluated, and this is seen as an integral part of the learning outside the classroom experience. The Evolve system instructs Visit Leaders to outline the purpose of the visit against which an evaluation should be written.

Evaluations must be submitted within 28 days of the visit being completed using the Evolve system.

Visit Leaders are encouraged to include a Student evaluation.

The evaluation should include incidents, accidents, near misses and any problems that can inform staff who may be running the same trip in the future.

Visit Leaders are encouraged to take part in a de-brief with the Educational Visits Co-Ordinator following a trip.