

# TASIS



THE AMERICAN SCHOOL IN ENGLAND

## Educational Visits. School Journeys and Site Activities Policy

This policy applies to the whole school including Boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

### Document

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### Agreed by:

Head of School	Chair of the Board
Bryan Nixon	David King
01 September 2021	01 September 2021

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

## 1. Legal Status

- 1.1 The School complies with the Regulatory Requirements, Part 3, Paragraph 12 of the Education (Independent School Standards (England) (Amendment) Regulations.
- 1.2 Health and Safety Department of Education (DfE) advice on legal duties and powers for local authorities, Head School, staff and governing bodies (DfE June 2013)
- 1.3 Health and Safety Executive (HSE) School trips and outdoor learning activities tackling the Health and Safety myths (HSE July 2011)
- 1.4 The School has regard to guidance and advice from the Outdoor Education Advisory Panel (OEAP 2016)

## 2. Applies to

All staff (teaching and non-teaching), the Board of Directors and volunteers working in the School. In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers, support staff and proprietary Directors.

## 3. Related Documents

- Emergency Response Plan
- Faculty Chaperone Guidelines and Protocols for Travel Week and School Trips
- Protocol to follow in disciplinary Situations on School Trips
- Protocol for Incidents reported to the Administrator during the Trip
- TASIS Travel Program – Incident Report
- Student Travel Rules & Student Travel Agreement
- Health and Safety Policy, Procedures and Working Practices
- Risk Assessment Policy inclusive of Risky Areas
- TASIS Business Travel Insurance
- TASIS Trip Risk Assessments (School Trip General, Remote Supervision, Health Risk Assessment for Trips, School Transport Risk Assessment)
- Data Protection Policy
- PREVENT Strategy
- RUN HIDE TELL Counter Terrorism Policing poster
- Government guidance Recognizing the terrorist threat
- Outdoor Education Advisor Panel (OEAP) National Guidance regarding Visits and the threat from terrorism
- Outdoor Education Advisor Panel (OEAP) National Guidance regarding Coronavirus
- TASIS England COVID-19 School Closure Arrangements for Safeguarding and Child Protection
- TASIS COVID-19 Risk Assessment
- Single Equalities Policy
- Equal Opportunities Policy Inclusive of Cohesion, Diversity and Inclusion
- Race Equality Policy

## 4. Scope and Remit

- 4.1 The National Guidance (NG) document "Basic Essentials MUST Read - Status and Remit" clarifies the range of employees whose work requires them to use the guidance. It applies to employees whose work involves any one of the following:
  - direct supervision of young people undertaking experiences beyond the boundary of their usual operational base;
  - direct supervision of young people undertaking experiences that fall within the remit of educational visits and learning outside the classroom;
  - facilitating experiences for young people undertaking experiences beyond the boundary of their usual operational base;

- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their usual operational base.
- 4.2 This applies regardless of whether or not the activities take place within or outside of usual working hours, including weekends and holiday periods. For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: *“Underpinning Legal Framework”*

## 5. Recognising the Benefit of Learning away from TASIS England

- 5.1 Although not a requirement, the School has appointed Mr. Tim Wainwright as the Educational Visits Coordinator (EVC). Travel is an integral part of the TASIS England education and experience. It is one of the stated aims of TASIS England to give all students every opportunity to experience trips and visits outside of the School environment. Mrs. Fleming, the founder of TASIS, believed that the world should be a classroom just as much as the beautiful campus at TASIS England. It is by extending learning beyond the classroom, and by drawing on the cultural riches of Europe that a TASIS education becomes truly distinctive and enables our students to gain life skills and a first-hand perspective, which would not be possible through classroom instruction alone.
- 5.2 We encourage teachers to undertake educationally valuable visits to sites within the United Kingdom and overseas, providing these do not unduly hinder the usual operation of the School and that the Health and Safety and welfare of students is paramount at all times. Before the School decides to arrange an educational visit, we consider educational objectives and how they are to be achieved.

*‘Well-managed school trips and outdoor activities are great for students. Students won’t learn about risk if they are wrapped up in cotton wool.’*

- 5.3. In striking the right balance between protecting students from risk and allowing them to learn from educational visits we:
- provide learning opportunities for all our students;
  - focus on real risks when planning educational visits and manage these risks during the off-site activities;
  - ensure those running the activity understand their roles, are supported and are competent to lead or take part.
- 5.4 The purpose of this policy is to ensure that trips are planned in an organised and responsible fashion, and that the health, safety, and welfare of students and staff are maintained. We ensure that TASIS England fulfils its responsibilities for visits, including students’ behaviour. Integral to this process TASIS England:
- plans risk assessments and first aid for all visits;
  - ensures appropriate supervision including ratios and vetting checks;
  - prepares students for visits including those with special, additional and medical needs;
  - communicates with parents;
  - plans transport;
  - has the relevant insurance in place;
  - makes appropriate arrangements for the range and types of visit;
  - has clear procedures with reference to visits abroad;
  - has emergency procedures, including contact details and permission for emergency medical treatment if a parent cannot be contacted.
- 5.5 The School ensures that we follow both DfE and Health and Safety at Work guidance and regulations (including those issued by Surrey Council) along with School policy concerning activities that take place off school premises. Additionally, the School has developed *Chaperone Faculty Guidelines* which complies with best practice guidelines.

## 6. Equal Opportunities and Inclusion

- 6.1. We are an inclusive school. The challenge is to make activities available and accessible to all who wish to participate

or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture.

TASIS England recognises that there are significant factors to be managed that may override other considerations. Our risk assessments are within the context of the Schools' Single Equality Policy. Refer to NG document: ["Inclusion"](#)

## 7. Category A: Offsite Visits within the local Community

7.1. This category includes any visits for which there is an element of risk similar to that encountered in daily life. It includes visits to sports complexes, sports fixtures, theatre visits, local field study work and visits to other local sites of educational interest. For all activities in this category, the relevant forms must be completed.

## 8. Category B: Outdoor and Adventurous Activities within the local Area

8.1. These are activities that have a perceived extended risk to include such things as sailing, canoeing/kayaking including activities at commercial and not for profit activity centers such as PGL, White Lodge Centre, climbing/ abseiling, open water swimming etc. Leaders are expected to provide a site/ group specific risk assessment for the activity as well as the location and transport required.

8.2. Where the Party Leader does not possess the approved NGB qualification but is visiting an authorised centre where the instructors are fully qualified, consent in writing must be given by the EVC and Head of Section at TASIS England, before such activities are authorised thereby ensuring all insurance and Health and Safety requirements are fully operational. For all activities in this category, the relevant forms must be completed.

## 9. Category C: All foreign Visits or Visits outside of the immediate geographical Area

9.1. For all activities in this category, the relevant forms must be completed, together with the visit risk assessment and these must be lodged with the EVC prior to the planned departure. Where there are any 'adventurous activities' planned, prior consultation must take place with the Head of Division before financial arrangements are entered into and the relevant paperwork must be completed and lodged with the School's EVC prior to the planned visit.

## 10. What our Staff should expect from TASIS England

- Our school ensures that the precautions proposed are proportionate to the risks involved, and that our paperwork is easy to use. We also take account of assessments and procedures of any other organisations involved and ensure that communications with others are clear. *'Teachers should expect their schools to have procedures that encourage participation and are proportionate to the level of risk.'*

Our arrangements also ensure that:

- risk assessment focuses attentions on real risks – not risks that are trivial;
- proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed;
- those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more;
- staff are given the training they need to keep themselves and students safe and manage the risks effectively.

## 11. Approval

The Head of Section's approval must be sought before any bookings, letters or deposits are made. This should be done using the 'Trip Applications Form' (F1) and passing this to the relevant Divisional Head and the EVC. The Head of Section will then seek the Head of School's approval. Only the Head of School, acting on behalf of the Board of Directors, is able to approve the organisation of such activities. Each trip must set up its own file to keep all administration relating to the trip in a central folder. All school trips have a named leader. 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 EVC & Head of School. Sport fixtures and trips as part of the weekday activities programme are approved by the Director of Sports and Activities. Refer to National Guidance document: ["Assessment of Competence"](#)

## 12. What our School, Students and Parents should expect from the Staff

12.1. *‘Those running school trips need to focus on the risks and the benefits to people.’* Our staff running school trips should clearly communicate information about the planned activities to colleagues, students and parents. We explain what the precautions are and why they are necessary. Those running school trips act responsibly by:

- putting sensible precautions in place, and making sure these work in practice;
- knowing when and how to apply contingency plans where they are necessary;
- heeding advice and warnings from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities).

## 13. Training

13.1. The School ensures that staff is given the Health and Safety and Group Leader training they need for their job. This may simply mean providing staff with basic instructions or information about Health and Safety in the School. Employer Guidance given by the Outdoor Education Advisers’ Panel sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found the establishment. These are:

1. Member of Board of Directors or Management Board
2. Head of School
3. EVC
4. Visit or Activity Leader
5. Assistant Visit leader
6. Parents

## 14. Duties and Responsibilities of the Proprietor (Employer)

14.1. Under the Health and Safety at Work Act 1974, the employer in a school must take reasonable steps to ensure that staff and students are not exposed to risks to their Health and Safety. This applies to activities on or off school premises. Regulations made under the Health and Safety at Work Act 1974 set out in more detail what actions employers are required to take. For example, the Management of Health and Safety at Work Regulations 1999 require TASIS England to:

- assess the risks to staff and others affected by school activities in order to identify the Health and Safety measures that are necessary and keep a record of the findings of that assessment;
- introduce measures to manage those risks (risk management);
- communicate with employees about the risks and measures to be taken to manage the risks; and
- ensure that adequate training is given to employees on Health and Safety matters.

14.2. Our school sets out Health and Safety arrangements in a written Health and Safety policy. The relevant Head of Division, the Head of School, and the Board of Directors must be made aware of all off-campus visits. The EVC coordinates directly with the relevant Head of Section. It is the responsibility of the Head of School to ensure that:

- the off-campus activity or visit is appropriate and relevant;
- the establishment can be run efficiently in the absence of staff engaged in the activity or visit.

## 15. Responsibilities of the Head of School

15.1. This is the key role for ensuring that the management of visits and ventures meets the regulations and guidance offered by the LA, DfE and others, as well as conforming to The TASIS England Health and Safety policy. This management process is in conjunction with the expectations and standards that are to be achieved by making the most of the positive learning opportunities presented. Our delegation of responsibilities is done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments they require. We delegate some tasks to the EVC.

## 16. Duty as an Employee

The law requires employees to:

- take reasonable care of their own Health and Safety and that of others who may be affected by what they do at work;
- co-operate with their employers on Health and Safety matters;
- do their work in accordance with training and instructions; and
- inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

16.1. In addition, all staff at TASIS England have a common-law duty to act as any prudent parent would do when in charge of students. Employees should follow any Health and Safety procedures put in place by their employer. Our teachers on school-led visits act as employees of the Board of Directors, whether the visit takes place within usual working hours or outside those hours, by agreement with the Head of School. Our teachers will do their best to ensure the Health and Safety of everyone in the group.

They will:

- follow the instructions of the group leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the group leader, if they think the risk to the health or safety of the students in their charge is unacceptable;
- be aware of potential conflicts of interest, and their role, if their own children are members of the group.
- Where staff do take their own children on a visit or activity the member of staff would only be included in the staffing ratio if appropriate, as determined by the Head of School.

## 17. Staff/Student Ratios

The ratio of school children to adults varies according to the age of the children, the nature of the activity and the special educational needs. The School will err on the side of caution on this matter. There are no circumstances under which the staffing ratios are less generous than those to be found in school. With very young children, and those with special needs, it may be necessary to have a one to one staffing ratio. The Head of School would expect that supervision for school trips outside of the immediate vicinity of the School is appropriate. "Staff / student ratios must be at the forefront of planning trips. TASIS aims to have the following ratios for all trips. US = 1:10, MS = 1:10, LS = 1:5. At times this will not be possible or practical and then the Heads of Section will need to be informed and accept a differing ratio."

17.1. All groups on a visit outside the School grounds are to be accompanied by a minimum of two adults and that where groups contain both boys and girls, there is an adult of each gender. Only with written special permission from the Head of Section may a day trip group which contains both boys and girls be chaperoned by two adults of the same gender. In such cases there needs to be a sound plan, documented in the risk assessment, to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

17.2. For residential and overseas trips, a chaperone of each gender is essential and required for the trip to be able to go ahead. Appropriate staffing ratios are to be agreed with the EVC. There will always be sufficient adults in the group to cover an emergency.

17.3. The DfE guidance prescribe ratios for Early Years.  
See link here: "[Early Years Foundation Stage](#)" page 23-26  
Refer to NG document: "[Ratios and Effective Supervision](#)"  
Refer to NG document: "[Group management and Supervision](#)"

17.4. Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. Regular contact must be kept with students who are enjoying non-direct, remote, supervision e.g. at a theme park or on a visit to a town. Students should only be allowed non-direct supervision within a strictly defined area and should be given clear guidelines as to the behaviour expected. They should be aware of where members of staff may

be found and have the group leader's emergency trip phone number. Students are instructed to remain in groups of at least 3 at all times.

#### 18. The Educational Visits Coordinator (EVC)

Our EVC is experienced in leading and managing a range of educational visits and is of sufficient status to be able to influence change. The TASIS England EVC will ensure that all necessary actions and paperwork have been completed before the visit begins. This includes, where appropriate, that a pre-trip visit has taken place, an application form has been submitted (F1), the trip has been formally approved (F2) by the Head of Division or the Director of Boarding, risk assessments and appropriate safety measures are in place (F3), suitably competent instruction is available for the activity, the ratio of supervisors to students is appropriate and that arrangements have been made for the medical needs and special educational needs of the students, and that a list of participants and their emergency details is in place (F4). It is good practice for our members of staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning. After each trip a trip evaluation (F5) is carried out and submitted to the EVC.

#### 19. The EVC's key functions include:

- being involved in educational visits management in order to ensure that the guidance and regulations are followed; and
- working with group leaders to ensure that the aims of the educational visit are achievable and in line with those of the establishment.

#### 20. The EVC is:

- to confirm that the leadership of the visit is appropriate and to check staff qualifications, this includes accompanying staff and volunteers;
- to confirm that adequate risk assessments have been carried out;
- to recommend and organise training of group leaders and help organise the induction of staff new to the venture and volunteers;
- to ensure that the establishment's management of behaviour and other relevant policies are able to be transferred off site successfully and are consistently used;
- to ensure that liaison with parents and obtaining consent are effective.

#### 21. The EVC has overall responsibility for:

- appointing or approving a suitable group leader for each visit;
- ensuring all necessary actions have been completed before the visit begins;
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- parents have signed consent forms;
- liaising with the medical centre and the Learning Resource Centre (LRC) regarding any health conditions and special educational needs which staff need to be aware of;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate, suitable insurance cover;
- staff, students, the Home Contact and administrators have the address and phone number of the visit's venue;
- that they have the names and date of birth of all the adults and students in the travelling group, and the contact details of parents and the staff and volunteers' next of kin.

## 22. Emergency Contact

Details must be given to the EVC and to other nominated emergency contact person(s) as far in advance as possible of the departure date of the visit. Once this has been done, all the pre-trip procedures have been followed and completed and the documentation relating to the trip will be held centrally by the EVC.

## 23 The Group Leader

The group leader, who is the person with overall responsibility for the administration, programme, supervision and conduct of the venture, is an important part of the Health and Safety and good practice support system. Our group leaders should demonstrate the ability to undertake a comprehensive review of the needs of the venture and in particular be able to carry out ongoing risk assessments of the locations, groups travelling and staff competencies, in order to put good risk management procedures in place, that they can monitor and use. Relevant experience is essential along with accepting the need to:

- agree specific roles, responsibilities and communications systems;
- agree incident and emergency procedures, the who, where and what of such situations;
- agree what will happen if the practicalities of the day require a major adaptation of the programme (ongoing risk assessment);
- have high expectations of what the students, young people and the venture can achieve;
- be accountable for individual students who are not under visual supervision;
- know the identity, whereabouts and expected time and place of return of the students.

23.1 The large majority of educational visits off the premises that take place during school hours should be proposed to the EVC by the end of April for the following academic year. Educational visits are planned parts of the curriculum or extra-curricular programme and entered into the annual calendar and shared with students, parents and staff via the School's 'myTASIS' Learning Management System (LMS). Trip proposals for weekend or boarding trips may be proposed and approved throughout the school year.

23.2 It is the group leader's responsibility to ensure that all accompanying adults have a full trip pack. Group leaders and accompanying staff must carry these with them at all times. The trip packs should include:

- who is in their group;
- who is travelling in each vehicle;
- the name and telephone number of the contact person/s who can be contacted in an emergency;
- Full details of students' names, date of birth, telephone numbers and any medical issues;
- For overseas visits, a copy of all student and staff passports and insurance documentation should be taken prior to departure and kept with the group leader during the visit.

23.3 The group leader must also ensure that there is a contact person available throughout the period that the group is off-site. In addition, an accurate list of participants with the trip mobile telephone number must be forwarded to the EVC prior to the visit.

## 24 Preliminary Visits and Provider Assurances

24.1 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.

24.2 Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVC 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 staff. 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 group 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](#)

24.3 NGB centre approval schemes (applicable where the provision is a single, specialist activity). TASIS England takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances. Refer to: NG document "[Using External Providers](#)"

## 25 Home Contact

25.1 For all off-site activities, the School will organise a 'Home Contact' who can be the relevant divisional office or receptionist if the trip is during school hours. For overnight and overseas field trips and for trips during out of school hours every group will have a named Home Contact in the UK. This administrator on campus will be on call 24/7.

25.2 The Home Contact person must have:

- details of how the group leader may be contacted (school mobile phone);
- the names and emergency details of all participants, including adults;
- the distribution of students and staff if in separate groups or vehicles;
- the itinerary;
- the names and telephone numbers of any travel company (including coach company) involved;
- access to parental or next-of kin contacts for all involved (including adults);
- details of the Designated Safeguarding Lead in the event of an emergency;
- a copy of the risk assessment.

25.3 Information Sharing between Group Leader and Home Contact:

- There is a hand-over of the trip information either on paper or electronically and the Home Contact phone from the group leader to the Home Contact prior to the trip. Electronic information is also shared between the TriP Leader, the Home Contact and the EVC.
- Attendance is taken by the trip leader on the F4 list of participants as the students board the bus. Names of students not turning up at the agreed time are being crossed out on the list. A copy of the F4 list with attendance taken is given to Security on the way out and an updated copy is kept for the group leader and each of the chaperones.
- As the bus rolls out of the school gates, the trip leader calls, texts, or emails the Home Contact person with names of students who are not on the bus - but on the initial trip list.
- The Home Contact person informs the respective house parent or parent of a day student which student(s) is (are) absent from the trip.
- Usual safeguarding procedures kick in. These are carried out by house parents or parents of day students in collaboration with Home Contact and DSL or Head of School depending on level of safeguarding issue.

## 26 Departure and Collection from a Trip

26.1 All TASIS England trips start and end at School and all trip participants (students and adults) need to come back to the School with the group. Only in exceptional circumstances and with prior written permission from the EVC may a parent or legal guardian drop off or pick-up their own child directly at/from the venue. In order to exercise their duty of care, the group leader must ensure the students' safe dismissal and departure from their supervision at the end of a trip or

activity.

26.2 If arrangements for the safe return home of a student breaks down, (e.g. a parent fails to arrive, or late bus fails to arrive at appointed time etc.) the group leader must attempt to telephone the student's home to make alternative arrangements.

The student will be placed in the care of the security team who will allocate them a safe area in the School until the parent or house parent arrives. The security team will liaise with the house parent as necessary if problems remain unresolved.

## **27 Responsibilities of Students**

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

- not take unnecessary risks;
- follow the instructions of the group leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly, using safety equipment as instructed;
- 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 group leader or supervisor about it.

27.2 Any students whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. Reasonable adjustments will be made for students with disabilities or additional needs.

## **28 Communications to Parents**

28.1 The group leader will ensure that parents/guardians are fully informed in writing and via the online school calendar about the trip or visit well in advance. This should include proposals for alternative activities in case, for example, adverse weather conditions prevent the intended activity from taking place.

28.2 Reasonable adjustments will be made for disabled students. Where appropriate (particularly in the case of any overseas or residential trips) parents/guardians and students will be invited to the School to discuss details with the trip organisers. Care will be taken to ensure that those accompanying the trip are fully informed about the special or medical needs of any students participating. Consent forms for emergency medical treatment and emergency contact numbers will be provided for all trips. For all trips medical details will be obtained from the School database, and for residential and overseas trips confidential "Medical Emergency Profiles" of the students will be made available by the EVC for staff to view.

28.3 The code of conduct and the travel rules and details relating to standards of behaviour expected from students during a visit are shared with the students, and parents / guardians. Parents will be advised that the School reserves the right to exclude a student from a visit on behavioural grounds. In such a case, parents will be informed of the arrangements for sending a student home early and will usually be required to meet the costs of such arrangements. Trip organisers will ensure that all students involved in the excursion have been properly prepared and briefed. The group leader will also tell parents how they can help prepare their son/daughter for the visit by, for example reinforcing the School's and visit's code of conduct, or by understanding the clothing and footwear that will be required and by ensuring that this is provided.

28.4 As part of the information provided to parents about trips and off-site activities communication will be produced with the following details:

- dates;
- times of departure and return;

- method of travel (if appropriate)
- destination with full address and telephone number;
- the name of group leader;
- the aim and purpose of the visit, the activities planned, any hazardous or adventurous activity clearly specified
- the nature of supervision;
- any extra costs.

## 29 Parental Consent to off-site Activities

29.1 Written consent from parents is not required for students to take part in the majority of off-site activities organised by our school, as most of these activities take place during school hours and are a usual part of a student's education at TASIS England. At the beginning of each academic year, all parents fill out a "Student Activities Permission" and agree to their child's participation in educational outings and day trips. Parents will be informed in advance of any such trips and will know where their child will be at all times.

29.2 For residential and overseas visits the educational visit information, medical consent and declaration will be provided by parents or guardians via the online trip sign-up system.

29.3 Our parents are informed in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity. Withdrawals of students by parents, however, may result in parents having to pay for theatre tickets or bus transportation which has already been purchased, in accordance with the respective cancellation policy for a trip.

Parents contribute to the success of the visit by:

- understanding the objectives of the visit;
- giving written consent to all emergency and other medical treatment necessary for the safety and well-being of the student; for all residential or overseas trips
- giving clear information where relevant on their son/daughter's ability or inability to swim;
- providing clear information on their son/daughter's health and any special needs;
- giving permission for medical attention or medication if required; and
- ensuring that there are clear contact arrangements.

## 30 Volunteers and other responsible Adults

30.1 Parents may be used as a supplement to the staff in Lower School and Fifth Grade only but will not be taken into account in the calculation of the minimum number of staff required to supervise the group as set out above. Parents or other responsible adults will only be allowed to accompany a residential educational visit if all relevant checks have been made. Parents, other voluntary staff or helpers including non-teaching staff must be fully aware of the visit risk assessment, itinerary, special instructions, emergency procedures and any other relevant information, along with their role, duties and responsibilities.

Non-school employed adults acting as supervisors must:

- follow the instructions of the group leader and employed staff and help with control and discipline;
- speak to the group leader or employed staff if concerned about the health or safety of young people at any time during the visit;
- never be in sole charge of the young persons or remote from the support of the group leader or other supervisors.

## 31 Vetting and DBS Checks

31.1 All employees who work *frequently* or *intensively* with or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- *frequently* is defined as 'once a week or more';
- *intensively* is defined as 4 days or more in a month or overnight.

31.2 However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a commonsense risk-benefit assessment process has been considered. Refer to NG document: "[Vetting and Disclosure and DBS Checks](#)"

### **32 Students and young People**

An essential aspect for the School policy is that all groups are made aware of and active in the process of managing the visit or venture as they can be. Procedures, group and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to. A code of conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and 'down time'. The standard of behaviour expected of staff will be no different from behaviour expected within school. It may be necessary to have individual behaviour contracts with some young people, signed by themselves. Everyone should be as risk aware as is realistic.

### **33 Preparation for a Trip or Activity**

Students should, as appropriate, be involved in the planning of the activity, undertake appropriate roles whilst it is in progress and be involved in identifying Health and Safety issues that may arise. They should know the expectations of the group leader and have a full understanding of the parameters covering all aspects of the trip or activity. Students should be given the school issued mobile number of the group leader so that contact can be made should the need arise over transport issues or in the case of an incident.

### **34 Insurance**

The employer has, as required by law, appropriate insurance in place. Under the School's insurance, cover is as follows: Employer's liability covers the legal liability to all employees. Public liability covers claims for injury to students and third parties, including those on school organised trips. Full insurance information is available, on request, from the business office at the School. The School holds public liability insurance, which will indemnify the School against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property where the School is deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers and/or support staff acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which the School may be considered responsible. Refer to NG document: "[Insurance](#)"

### **35 Transport**

We only hire taxis, minibuses and coaches, where drivers are DBS checked and each seat has either a seatbelt or a booster seat as is applicable. In advance of the trip, students will be given clear safety instructions based on the risks associated with the particular type of travel. Students must sit only two to a double seat. Seat belts must be worn and where appropriate, booster car seats should be used. All drivers of a school minibus must have undertaken an appropriate MIDAS training course. In cases of long journeys, students will be given the opportunity to exercise after reasonable intervals. The recommendation is 15 minutes every two hours.

A First-aid kit must be carried and be readily available throughout the visit. Any minibus or other vehicle designed to carry nine or more passengers operated by the School is in accordance with the restricted *Passenger Carrying Vehicle*

*(PCV) Operators license and any driver must hold a PCV Driving License.*

### 36 Drivers

Those authorised to drive any students in the party must:

- be at least of the minimum age required by Surrey Council and its Outdoor Education Adviser in relation to each vehicle and under 70 years of age;
- have a minimum of two years' driving experience;
- have acquired some experience in handling the size or type of vehicle that will be used and is MIDAS trained;
- hold a current driving license valid in the country of use; and
- never have been disqualified.

Each driver must be personally satisfied that:

- the driver is covered by insurance in respect of liability to passengers and others;
- the driver has made all necessary disclosures of material facts to the insurers, for example any particular problems relating to health;
- the vehicle is roadworthy;
- the driver has not consumed alcoholic liquor within twelve hours before or while in charge of the vehicle;
- the driver carries evidence of insurance.

Refer NG document: *“Transport: General Considerations”*

### 37 Criteria for Selecting Tour Operators

37.1 Our EVC requires a copy of the tour operator's safety management system. The safety management system must define how the tour operator manages safety for the component parts of the visit and show how they are diligent in checking the safety of hotels and transport. The tour operator must provide details of independent checks made by appropriate external organisations on their safety management system along with certificates of bonding the company to registered bodies, list of staff in charge of our students showing qualifications and competences, motor insurance, legal and public liability insurance if requested by the EVC. All documents are to be made available to the School and to parents if requested.

37.2 Wherever possible, the School travels with a company or use an activity centre that has an external verified management system. It is likely that supervision will be by a combination of teachers, support staff and parents.

### 38 Responsibilities and the Health and Safety at Work Legislation

Legislation is enforced by the Health and Safety Executive, which has set out to clarify the position in its Health and Safety: Responsibilities and Powers (2001) document. Overall responsibility is with the Proprietor to ensure the Health and Safety of:

- teachers, non-teaching staff and other leaders;
- students and young people, both in their establishments and when undertaking off-site visits and ventures;
- visitors to the educational establishments and volunteers involved in approved activity.

### 39 Risk Assessments

39.1 Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical

needs are to be addressed. The programme of a visit should include details of contingency measures. The group leader in consultation with the EVC assesses potential risks of a proposed visit, and concludes the necessary safety measures that need to be put in place to mitigate these risks. Risk assessment/s will be drawn up before the activity, if relevant adapted from a generic model, agreed with the EVC.

39.2 Where a risk assessment is carried out, the findings of the assessment must be recorded. Some activities, especially those happening away from school such as mountaineering, canoeing sailing, involve higher levels of risk. In these cases, an assessment of significant risks should be carried out. Our Head of School ensures that the person assessing the risks understands the risks and is familiar with the activity that is planned. However, a risk assessment is not needed every time our school takes students to a local venue such as a swimming pool or park. TASIS England will always take a commonsense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help students to undertake activities safely, not to prevent activities from taking place. We recognise that risk cannot be removed altogether.

39.3 Risk assessment for educational visits can be usefully considered as having three levels:

- **generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place;
- **visit/site specific risk assessments** which will differ from place to place and group to group; and
- **ongoing risk assessments** that take account of, for example, illness of staff or students, missing students, changes of weather, availability of preferred activity.

39.4 The risk assessment should take into account the type of visit, location, means of transport, number of students, staff ratios required, competence and first aid experience of participating staff, required level of first aid equipment, age of students, possible weather conditions, participation of students with particular medical requirements, emergency procedures in the case of a student requiring medical treatment, insurance for the visit, appropriateness, insurance cover of any external providers and operators involved in transport – ensuring that all transport providers have the required Public Service Vehicle operators' licence. Issues identified by exploratory visits must be satisfactorily resolved within the risk assessment. The DfE also make clear that they support this approach through their guidance here [DfE assessing and managing risk](#).

#### 40 Adventurous Activities

Where adventurous activities are involved it is important that those leading and instructing the activities are appropriately qualified and competent. Such activities will usually be undertaken at a licensed and approved centre. Parents/guardians will be informed in writing of any adventurous activities that may be undertaken such as caving, abseiling, high ropes, climbing, etc.

#### 41 In the Case of an Emergency:

- assess the situation;
- safeguard all students;
- attend to any casualties;
- contact the emergency services;
- ensure everyone knows who is in charge;
- alert the Home Contact;
- refer to the Emergency Response Plan (ERP).

The School Home Contact will:

- ensure the group leader or designated person is fully in control;
- inform the Head of School and implement the Emergency Response Plan (ERP) or Crisis Management Plan if necessary;

- contact the parents;
- report the incident to the relevant authorities as required by legislation.

#### **42 Special educational Needs, Disability and Learning outside the Classroom**

42.1 Where students are identified as having particular special needs this is reflected in a higher staffing ratio, which is never less than that which applies in the School and in most cases, is higher.

42.2 We do not discriminate against disabled students either intentionally or unintentionally where such discrimination can be prevented by making '*reasonable adjustments*'. All our students have the opportunity to be included in off-campus visits. Where their inclusion appears to require special adjustments, a risk assessment is undertaken. This is in two parts: firstly, in terms of a whole visit or activity and then secondly, in relation to the inclusion of the individual students. The risk assessment and medical care plans include details of any special aids and equipment that the students may need and, in particular, details of any such items to be brought from home or obtained prior to the visit. This will usually entail discussion with the students, parents, group leader and other supervisors, the manager of the venue to be visited, or the tour operator etc. Where a student has a statement of special educational needs that requires support in school for access to the curriculum, this is taken into account. The above are examples only and group leaders should assess the risks and consider an appropriate safe supervision level for their particular group.

#### **43 First Aid**

All staff leading trips will as a minimum hold the 'Appointed Person' one-day course of emergency first aid. Ideally a 'Full First Aider' who holds the full (3-day) course with a training establishment approved by the Health and Safety Executive will be in attendance for all overseas and residential trips.

#### **44 Critical Incident/Emergency Procedures**

44.1 The group leader and other members of staff have a duty of care to ensure that all students are safe and healthy. They also have a common-law duty to act as a reasonably prudent parent would. In an emergency, there should be no hesitation to act and to take life-saving action if necessary. All necessary steps should be taken in advance of any visit to assess all risks and take necessary precautions. The detailed actions are to be recorded by the group leader in the event of a serious accident/incident. All staff know how to summon the emergency services.

44.2 In the case of a potential or actual terrorist attack, we follow the government guidance (Recognizing the terrorist threat), along with the Outdoor Education Advisor Panel (OEAP) National Guidance regarding Visits and the threat from terrorism and the Counter Terrorism Policing poster.

#### **45 Complaints**

Where complaints are received, these should follow the School's complaints procedure. Where complaints are made by the School concerning provision made on behalf of the School these should be in writing from the Head of School to the supplier of the service. All complaints are best dealt with as and when they arise.

#### **46 Safeguarding: Child Protection**

The TASIS England Safeguarding Children and Child Protection Policy and Procedures will apply during educational visits. The group leader will carry out the duties of a Designated Safeguarding Lead or will name an appropriately qualified and experienced adult supervisor to do so. Any incident amounting to an allegation or suspicion of abuse that occurs whilst on an educational visit will be dealt with appropriately at the time and will be reported to the Head of School and the Designated Safeguarding Lead without delay by telephone or via CPOMS.

#### **47 Trip Evaluation Form:**

Upon return to the School a review and trip evaluation is to be carried out by the group leader within one week after the end of the trip. A signed copy of the Trip Evaluation Form (F5) must be given to the EVC. This will ensure that improvements in accommodation, travel, activities for similar trips, the educational value of the trip, value for money and any perceived hazards are identified and rectified before a similar trip is proposed or approved. Upon completion

of a visit or activity a complete file of names, addresses, insurance arrangements, contacts, procedures, etc. is kept for at least three years. This information would be required in the event of any future claim arising from any incident that may occur on the visit. To comply with our Data Protection Policy, any copies of trip documentation containing personal data and/or confidential information must be handed back to the EVC who will destroy (shred) such trip documentation.