



# Educational Visits Policy

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**This policy is available on the Handbook page of the School Intranet and can be made available in large print or other accessible format if required; such requests can be made by email to:**

**[policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

## Introduction

At St Paul's Juniors, we believe that pupils should experience the world beyond the classroom as an essential part of learning and personal development. This document, together with the practical guidance and checklists provided on the school intranet, is designed to provide guidance and advice to those who wish to take pupils on a school trip, in order to ensure that the visit runs as safely as possible. Most school visits take place without incident and it is clear that teachers demonstrate a high level of safety awareness. However, following a number of tragic incidents involving schoolchildren in recent years, it is important to do everything possible to ensure the safety of pupils on school visits. The potential hazards to which this policy refers should not discourage teachers. All staff have a duty of care to keep young people safe and to protect them from physical and emotional harm. No amount of planning can guarantee that a visit will be incident free, but careful attention to safety measures can reduce the chance of accidents and lessen the seriousness of those that do happen nonetheless. The management of health and safety on visits is part of the School's overall policy on health and safety. This guidance cannot cover every eventuality, but it sets out principles, which should be applied with good judgement and professionalism by visit leaders and their assistants.

This policy complies with Department for Education's advice document on Health and Safety for Schools (updated 8 November 2018). It incorporates national guidance provided by the Outdoor Education Advisers' Panel ([www.oeapng.info](http://www.oeapng.info)). It also takes account of a range of other school policies and procedures, for example: Health and Safety, Safeguarding and Child Protection, Behaviour, Rewards and Sanctions, Anti-Bullying and the Staff Code of Conduct.

Visit leaders must be fully aware of the School's Safeguarding and Child Protection Policy and of the Staff Code of Conduct. Section 21 of the Code of Conduct considers issues that may arise on residential trips.

## 1. Definitions

1.1 '**Day trip**' will be used to denote any occasion where pupils are taken off the school premises by a member of staff or other authorised adult, however briefly and locally.

1.2 '**Residential trip**' will be used to describe visits which involve an overnight stay.

1.3 '**Pupil**' will denote a current Coletine

## 2. Responsibilities

### **2.1. Head and EVC**

The Head is responsible for ensuring that visits comply with any regulations and guidelines provided by the Governing Body and the School's Health and Safety Policy. In consultation with the Educational Visits Coordinator (EVC), the Head should ensure that the visit leader is competent to monitor the risks throughout the visit.

If the Head takes part in the visit as a group member or supervisor she should follow the instructions of the visit leader, who will have sole charge of the visit.

With the advice of the EVC, the Head is responsible for ensuring that:

- adequate child protection procedures are in place;
- an appropriate risk assessment has been completed;
- the visit leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- the visit leader or another member of staff is suitably competent to instruct the activity, if applicable, and is familiar with the location/centre where the activity will take place;

- any support staff supervisors or adult volunteers on the visit are appropriate people to supervise children: see Vetting suitability;
- the ratio of adult supervisors to pupils is appropriate: see Ratios;
- parents have signed consent forms, where necessary;
- arrangements have been made for the medical needs and special educational needs of all the pupils;
- adequate first aid provision is available;
- there is adequate insurance cover: see Insurance;
- the visit leader, accompanying staff supervisors and nominated school contact have a copy of the agreed emergency procedures;
- the visit leader, accompanying staff supervisors and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and of the teachers' and other supervisors' next of kin;
- there is a contingency plan (Plan B) for any delays, including a late return home.
- the Compliance Officer (for GDPR purposes) and Governor responsible for Educational Visits are informed when a new organisation is used for residential and overseas visits.

## **2.2 Visit leader**

The visit leader, has overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The visit leader should be approved by the Head and the EVC. The visit leader should:

- obtain the Head's and EVC's prior agreement before any off-site visit takes place;
- appoint a competent deputy;
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves;
- follow school regulations, guidelines and policies;
- be fully aware of the School's Safeguarding and Child Protection Policy and of the Staff Code of Conduct. Section 21 of the Code of Conduct deals with issues that may arise on school trips;
- clearly define the role of each accompanying member of staff, ensure all tasks have been assigned and draw up appropriate duty rotas;
- where other organisations provide services or activities, ensure that staff are clear about their responsibilities;
- ensure that instructors and accompanying staff have details of the school contact;
- ensure that instructors are suitably competent to instruct pupils in an activity and able to provide proof, where necessary, of relevant qualifications and experience and be familiar with the location/centre where the activity will take place;
- ensure that accompanying staff and other supervisors have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively;
- ensure that adequate first aid provision will be available;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete an appropriate risk assessment: **see Risk assessment;**

- review regularly undertaken visits/activities and advise the Head and EVC where adjustments may be necessary;
- have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- be able to control and lead pupils of the relevant age range;
- ensure the ratio of adults to pupils is appropriate for the needs of the group: see Ratios;
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ensure that all accompanying staff have a copy of the Emergency Action Plan;
- Visit leaders must be aware of and apply statutory safeguarding measures for visits where there are support staff or adult volunteers.

In particular, visits which involve an overnight stay will require any support staff or adult volunteers to:

- be DBS checked;
- provide references;
- be trained in safeguarding, child protection and safe working before the visit;
- be subject to a risk assessment that details appropriate supervision;
- be over 18 years of age;
- observe the guidance set out for members of staff and other adult supervisors below.

### ***2.3 Accompanying Members of staff***

Members of staff accompanying the visit must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They should:

- Follow the instructions of the visit leader and help with control and discipline;
- Consider stopping the visit or the activity, notifying the visit leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable. This includes cases where a third party is in charge of the group.

### ***2.4 Support staff and Adult Volunteers***

All support staff and adult volunteers on the visit should be clear about their roles and responsibilities.

Support staff and adult volunteers acting as supervisors must:

- follow the instructions of the visit leader and teacher supervisors;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- not be involved in night-time supervision or in dealing directly with pupil discipline.
- disciplinary issues should be referred to the trip leader, deputy trip leader or to another experienced member of the teaching staff who is accompanying the trip;
- do their best to ensure the health and safety of everyone in the group;
- speak to the visit leader or other members of staff if concerned about the health or safety of pupils at any time during the visit.

If volunteers do not have an enhanced DBS check, this should be noted on the risk assessment for the trip and appropriate safeguards and supervision put in place. Risk assessments for visits involving adult volunteers must note discussions with the Director of

HR regarding appropriate safeguards and supervision. Also refer to the Volunteer Vetting Checks guidance.

## **2.5 Pupils**

The visit leader should make it clear to pupils that they must:

- follow the instructions of the visit leader and other supervisors, including those at the venue of the visit;
- adhere to the agreed Code of Conduct;
- behave sensibly and responsibly;
- tell the visit leader or another supervisor if they become aware of anything that may hurt or threaten themselves or anyone in the groups;
- not take any unnecessary risks;
- if overseas, be sensitive to local codes and customs.

## **3. Planning**

Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in the UK or abroad, it is essential that formal planning takes place. This involves considering the risks and difficulties which may arise and making plans to reduce them. The level of detail of planning should reflect the complexity of the visit. When planning a visit, the visit leader should follow the process outlined in the relevant checklist. Checklists for day visits and residential trips are located in the trips section of the SPJ staff Handbook

Factors which should be taken into account when planning a visit include:

- The aims of the visit
- Timing
- Costs
- Risk assessment
- Location/environment
- Activities to be undertaken
- Group characteristics
- The facilities/equipment required;
- Transport arrangements;
- Insurance arrangements,
- Communication arrangements;
- Staffing and supervision ratios;
- Contingency measures for enforced change of plan or late return;
- Information to parents;
- Preparing pupils;
- Emergency arrangements;
- Arrangements for sending pupils home early(residential visits).

Further information on these issues is provided in subsequent sections and in the guidance provided in the SPJ staff Handbook.

### **3.1 Exploratory visit**

A teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them should undertake an exploratory visit, wherever that is possible, to:

- ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit;
- obtain advice from the manager;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- become familiar with the area before taking a group of young people there.

If an exploratory visit is not feasible then the visit leader will need to consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific information by email or letter from the tour company or venue, from other schools who have recently visited it, and from local organisations such as tourist boards.

Some visits will take new groups of pupils to the same location each year. As some factors will change from year to year, it is prudent to re-assess the risks each time, even when the visit leader stays the same. The visit leader should liaise with the EVC early in the planning stage to ensure that feedback from previous trips is taken into account.

### **3.2 Using outside organisations**

When using an outside organisation to provide an activity, the trip leader must check that 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 who meet nationally recognised standards. Visit leaders can check if an organisation holds the LOtC Quality Badge on the organisation's website:

<https://www.lotc.org.uk/> . If an organisation does not hold the badge, the following should be checked to ensure that they are an appropriate organisation to use:

- their insurance
- compliance with legal requirements
- health and safety and emergency policies
- risk assessments
- control measures, use of vehicles
- staff competence
- safeguarding
- accommodation
- sub-contracting arrangements
- appropriate licencing, where needed.

There should be an agreement that makes it clear what everyone is responsible for. This is especially important if the organisation will be taking over supervision of pupils.

The visit leader and teachers retain responsibility for the moral and emotional wellbeing of pupils during the activity at all times and should not hesitate to withdraw them from an activity they judge to be unsafe or causing distress.

The visit leader will take appropriate steps to ensure that external providers do not have substantial unsupervised access to pupils unless they have been vetted by the School in accordance with the School's Safer Recruitment policy and procedures.

### **3.3 Adventurous activities**

For visits involving adventurous activities such as caving, climbing, trekking, skiing and watersports, the visit leader must refer and comply with the national guidance provided by the Outdoor Education Advisers' Panel (OEAP) at [www.oeapng.info](http://www.oeapng.info). These activities should be identified and risk assessed as part of the visit beforehand. Staff leading visits must not decide to add such activities during the trip

For the purposes of this policy an adventure activity includes, but is not restricted to: winter sports, rock climbing, hill walking, mountaineering, off-road cycling, skiing or scuba diving, white-water rafting, caving, climbing, trekking, canoeing, sailing and other water sports.

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.

Anyone who leads an adventure activity will have attained an adequate standard of competence and experience in the activities undertaken. Where possible this will be verified by reference to accepted standards of competence such as national governing bodies or association for the sport or activity concerned. 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.

The visit leader will ensure that external providers (which means any person or organisation other than the School or a staff member who provides a service and or facilitates an activity under a contract during the off site visit) who are required to have a licence to provide Licensed Activities hold a current licence by checking the website of the Adventure Activities Licensing Authority at <https://www.hse.gov.uk/aala/>. Visit leaders should note in particular that this will apply to any activity involving caving, climbing, trekking, skiing or water sports.

If the group leader assigns the technical instruction of the group to an external provider he/she should agree with the external provider their respective roles.

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

Prior to commencement of any adventure activity the group leader should be fully satisfied with arrangements for health and safety. In the event that he or she is not satisfied he or she will consider whether it is appropriate to abort the activity altogether or whether it is safe and/or appropriate to undertake a Plan B.

### **3.4 Swimming and watersports**

For trips involving swimming (in pools or in natural waters), the visit leader must refer and comply with the national guidance provided by the Outdoor Education Advisers' Panel (OEAP) at [www.oeapng.info](http://www.oeapng.info). When planning watersports, the visit leader should consider the need for instructors and/or lifeguards. Particular care must be taken when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard.

Swimming and water sports must be listed as an activity to which parents give their consent.

### **3.5. Field studies, farm and coastal visits**

For field studies, farm and coastal visits, the visit leader must refer and comply with the national guidance provided by the Outdoor Education Advisers' Panel (OEAP) at [www.oeapng.info](http://www.oeapng.info).

### **3.6 Financial planning and insurance**

The visit leader should liaise with the Finance/Accounts department at the earliest stage for advice about the administration of finances for the visit. The procedure for school trip finance and guidance on staff expenses are both available on the School Trips pages of the SPJ Staff Handbook on the intranet.

#### **3.61 Trip costs**

Trip leaders should explore a range of factors when making a booking for a residential trip, to ensure that costs are both reasonable and manageable. They should take into account the following;

- location;
- transport;
- accommodation;
- meals;
- size of group and supervision ratios;
- extras such as entrance fees, caps, wrist bands (if applicable);
- a contingency element to cover incidental payments and staff expenses;
- the quality of support to schools available from the travel company or trip provider.

A breakdown of costs for all trips should be communicated to the Finance Department upon receipt of the budget code.

#### **3.62 Contingency funds and staff expenses**

It is customary to include a contingency element within trip budgets, typically 10 % of the total trip cost, to cover incidental payments and reasonable staff expenses. Guidance on what this might include can be found in the School Trips section of the SPJ Staff Handbook on the intranet. Incidental payments and staff expenses should be agreed in advance with the trip leader.

#### **3.63 Funding for trips**

Day visits and short overnight trips planned as part of the compulsory curriculum are usually not charged to parents. Longer trips may require trips to be part-funded by the School and part-funded by parents.



Parents should be given enough time to prepare financially for the visit. The visit leader should ensure that parents are notified well in advance, in writing, about any costs associated with a visit and provision is made to facilitate staged payments.

### **3.64 Bursary Funding for trips**

Bursary funding is applied to any trip that forms part of the compulsory curriculum. Bursary funding for extra-curricular trips will be awarded only if the trip is educational and beneficial to studies. For trips of this nature, trip leaders should liaise with the EVC and the Head as soon as plans are made, in order to establish if a trip qualifies for bursary funding. If it does qualify, the following statement should be included in the letter sent to parents advertising the trip:

“Parents whose sons benefit from bursarial support should contact the Bursary Accountant ([schultz@stpaulsschool.org.uk](mailto:schultz@stpaulsschool.org.uk)) to discuss what assistance might be available, quoting the trip name in all correspondence.”

The level of bursary support provided will be in line with the pupil’s approved bursary for the academic year in which the trip takes place. In order for appropriate decisions to be made with regard to bursary support, trip leaders must provide the Head and the Finance Department with a clear rationale for the trip and an outline of the activities to be undertaken.

### **3.65 Insurance**

The visit leader must ensure that the group has comprehensive travel insurance. Advice on the school’s insurance policy can be obtained from the Director of Finance.

### **3.66 Costs associated with trip cancellation following a risk assessment**

All trips information to parents must include a disclaimer that the school reserves the right to undertake a risk assessment and to cancel a school trip in the light of that assessment, and in these circumstances the school will not be responsible for the costs. The school will make all reasonable efforts to recover any insurable losses. We recommend that parents take out their own travel insurance to cover this eventuality.

## **3.7 Risk assessment**

A risk assessment must be completed by the visit leader well before the visit takes place. The Sports Department review their off-site sports risk assessment annually, in consultation with the Director of Operations and Compliance Officer

A risk assessment for a visit need not be complex. A common sense and proportionate approach should be used in assessing and managing risks. For activities that take place annually (or more frequently) a review of an existing risk assessment may be all that is needed. If it is a new activity, assessment of significant risks must be carried out. Specialised information or knowledge may be necessary for certain activities, in which case the Head and EVC should ensure that the person assessing the risks is competent to do so. A link to the risk assessment form can be found in the School Trips section of the SPJ Staff Handbook. The EVC is able to help with the completion of this form.

An assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them to the lowest practicable level. Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained, then the visit must not take place. An alternative activity or contingency (Plan B) should be considered where appropriate.

The risk assessment should be based on the following considerations:

- the type of visit and/or activities being undertaken;
- the location, routes and modes of transport;
- the competence, experience, status (vetted and otherwise) and relevant qualifications of supervisory staff;

- the ratio of teachers and supervisory staff to pupils;
- the age of pupils;
- the special educational, dietary or medical needs of pupils;
- seasonal conditions, weather and timing;
- potential hazards and who might be affected by them;
- existing safety measures and what might need to be in place to reduce risks to an acceptable level;
- can the group leader put the safety measures in place?
- what steps will be taken in an emergency?

The risk assessment for a day trip should be sent to the EVC and copied to the Operations Director at least one week before the trip departs so that approval, can be given with a clear understanding that effective planning has taken place. For residential and overseas trips this should be sent at least two weeks before departure. Copies should also be given to all members of staff/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. Regardless of the type of the visit, the visit leader must be prepared to re-evaluate and/or reassess the risks whilst the visit is taking place taking into account any relevant changes in circumstances or factors such as fatigue or changes in the weather. If the risks become unacceptable the visit shall be terminated and/or a Plan B activity carried out instead.

Before booking a visit the visit leader should obtain a written or documentary assurance that providers have themselves assessed the risks and have appropriate safety measures in place. A copy of the provider's risk management or safety management system policy for the organisation should be included with the risk assessment. Any travel agency must be ABTA bonded. Copies of company risk assessments for residential and overseas trips should be sent to the EVC as soon as possible after the trip has been booked.

Further information and guidance on risk management can be found in the [OEAP website](#)

### **3.8 First aid**

First aid should form part of the risk assessment. Before undertaking any off-site activities the visit leader should assess what level of first aid might be needed. On any kind of visit the leader should ensure that an adequate first aid box is taken (obtainable from the St Paul's Juniors Nurse). For adventurous activities, visits abroad or residential visits it is sensible for at least one of the group's teachers to be a qualified first-aider. All adults in the group should know how to contact the emergency services.

The minimum first aid provision for a visit is:

- a suitably stocked first aid box;
- a person appointed to be in charge of first aid arrangements.

Other considerations when considering first aid needs should include:

- the numbers in the group and the nature of the activity;
- the likely injuries and how effective first aid would be;
- the distance to the nearest hospital.

### **3.9 Ratios**

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- age and ability of group;

- pupils with special educational or medical needs;
- nature of activities and environment of the venue;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;
- requirements of the organisation/location to be visited;
- competence and behaviour of pupils;
- first aid cover.

Ratios are starting points for consideration, rather than being definitive, as they may only be appropriate where the activity is relatively straightforward and the group has no special requirements. The DfES publication HASPEV (1998) suggested the following 'starting points':

- school years 1-3, 1:6
- school years 4-6, 1:10/15
- school years 7 onwards, 1:15/20

Without special safeguards or control measures, these ratios will not be adequate to meet the needs of most residential or more complex visits. If necessary, the trip leader should consult the EVC.

It is good practice when planning trips to have a member of staff as a reserve in case of illness or emergency meaning that the original member of staff is not able to attend.

## **4. Supervision**

### ***4.1 Supervisors' responsibilities***

All adult supervisors, including teachers, support staff and parent/volunteer helpers, must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble.

### ***4.2 Head counts***

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. All supervisors should carry a list of all pupils and adults involved in the visit at all times. It may be helpful, especially if the visit is to a densely populated area, to dress the pupils in the same clothing (uniform, hoody etc) to make the pupils easily identifiable. Pupils should not wear name badges. School cards are available which display the name of the school and its emergency contact number. The visit leader should establish rendezvous points and tell pupils what to do if they become separated from the group.

### ***4.3 Remote supervision***

The aim of visits for older pupils may be to encourage independence and investigative skills, and for some of the time on visits such as trips abroad and fieldwork they may be remotely supervised. The visit leader should establish during the planning stage of the visit whether the pupils are competent in remote supervision. If remote supervision is planned for younger pupils the visit leader should carefully consider what the additional risks would be for this age group when completing the risk assessment for the trip. The visit leader remains responsible for pupils even when not in direct contact with them.

Parents should be told, before the visit, whether any form of remote supervision will take place and how this will be managed.

#### **4.4 Child Protection**

The School's Safeguarding and Child Protection Policy and procedures will apply at all times during off-site visits.

**IN AN EMERGENCY, DIAL 999 (if overseas, the local number)**– request ambulance, police, fire, as necessary.

If you suspect a child is at risk of harm:

- Immediately alert Nick Arnold (the DSL) on the SPJ single point of access number **0208 746 5353** (option 2, followed by option 1)
- Of if he is unavailable, any of the Deputy DSLs: Shelagh Willis (option 2, followed by option 2) or Alistair Wilkinson (option 2, followed by option 3) or
- Ibe Akoh (option 2, followed by option 4)

OR if you cannot contact the DSL (or the Deputy DSL) and you suspect that the child is at immediate risk:

- alert the London Borough of Richmond Upon Thames Children's Social Care by calling **020 8891 7370** or out of hours on **07774 332 675**.

If you have a concern, suspicion or allegation about the behaviour of a member of SPJ staff:

You must report it to the Head on the SPJ single point of access number **0208 746 5353** (option 1, followed by option 1), or, in her absence (or if the concern is about her) to the High Master 0208 746 5353 (option 1, followed by option 2). If he is unavailable (or the concern is about her), then you should report it to the Chairman of Governors, Richard Cassell (option 1, followed by option 3) or if he is unavailable the Vice Chairman of Governors, Tim Haynes (option 1, followed by option 4).

NB a concern about the Head should be referred to the High Master without informing the Head.

A concern about the High Master should be referred to the Chairman of Governors without informing the High Master.

A concern about the Chairman of Governors should be reported to the LADO on **020 8891 7370** without informing the High Master or the Chairman of Governors.

Refer to the Safeguarding and Child Protection Policy in the staff handbook on the intranet for further guidance.

#### **4.5 Parents/Volunteers**

Where a high adult: pupil ratio is required, it should be possible to staff it exclusively from staff at St Paul's Juniors (including the use of the School's Teaching Assistants). If this is not possible, parents/volunteers may be used to supplement the supervision ratio. Advice should be sought from the HR Director to ensure compliance with the School's Vetting Checks Policy. Volunteers should be carefully selected and ideally they should be well known to the School and the pupil group. Any volunteer without a recently completed Disclosure and Barring Service (DBS) check must never be left in sole charge of pupils.

## **5. Preparing pupils**

Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should understand clearly what is expected of them, what the visit will entail and why rules must be followed (see Code of Conduct). Lack of control and discipline can be a major cause of accidents. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

### **5.1 Participation**

The visit leader should ensure that the pupils are capable of undertaking the proposed activity. Pupils should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear.

Pupils whose behaviour is such that the visit leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the visit leader should consider whether such pupils should be sent home early. Parents and pupils should be told in advance about the procedures for dealing with misbehaviour, how a pupil would be returned home safely and who would meet the cost.

### **5.2 Inclusion**

The School will make every effort and make all reasonable adjustments to ensure that all pupils are able to take a full and active part in off site visits and that 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 pupil from attending an off-site visit as a last resort and will only do so following consultation between the School, the pupil and the parent(s) and only then 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 pupil concerned or others on the visit.

The School will work with parent(s) and pupil(s) in order to agree a way forward in respect of the proposed off site visit and retain a written record of the steps taken and the final decision.

### **5.3 Information to pupils**

The visit leader should decide how information is provided, but must ensure that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit/activity;
- the background information about the place to be visited;
- who is responsible for the group;
- how to minimise specific risks and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected and sign the code of conduct to acknowledge
- appropriate and inappropriate personal and social conduct;
- guidance on mobile phone and other handheld device usage;
- guidance on discreet handling of pocket money and looking after valuables;
- what to do if approached by anyone from outside the group;

- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.

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

If at any time there is a change in the planned schedule, new activities should be assessed and pupils provided with the appropriate information.

#### ***5.4. Preparing pupils for remote supervision***

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

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

It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules.

#### ***5.5 Transport and pupils***

Pupils using transport on a visit should be made aware of basic safety rules, including:

- arrive on time and wait for the transport in a safe place;
- do not rush towards the vehicle when it arrives;
- wear your seatbelt and stay seated whilst travelling;
- never tamper with any of the vehicle's equipment or driving controls;
- bags must not block aisles or cause obstructions;
- never attempt to get on or off the moving vehicle;
- never lean out of or throw things from the window of the vehicle;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about or pass someone on steps or stairs while the vehicle is moving;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;
- stay clear of doors after boarding or leaving the vehicle;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- sensible rules for crossing roads;
- If you feel unwell., tell a teacher or supervisor.

## **5.6 Pupils with medical needs**

Additional safety measures to those already in place in the School may be necessary to support pupils with medical needs during visits. Consideration should be given to arrangements for the safe storage and administration of medication and ensuring sufficient supplies are available for residential visits.

All members of staff supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. If appropriate, the teacher who administers medication should be appropriately trained and should take responsibility in a medical emergency. If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.

The visit leader should discuss the pupil's individual needs with the parents. Parents should be asked to supply:

- details of medical conditions;
- emergency contact numbers;
- the child's GP's name, address and phone number;
- written details of any medication required (including instructions on dosage/times) and parental permission to administer;
- parental permission if the pupil needs to administer their own medication or agreement for a suitably trained member of staff to administer;
- Information on any allergies/phobias;
- information on any special dietary requirements;
- information on any toileting difficulties, special equipment or aids to daily living;
- special transport needs for pupils who require help with mobility.

Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc, if appropriate.

If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The visit leader should at an early stage assess whether manual handling skills will be needed and, if so, contact the Compliance Officer to establish whether training should be sought.

All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary, e.g. a care assistant.

If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the School Nurse or further information from the pupil's parents.

The visit leader should check that the insurance policy covers staff and pupils with pre-existing medical needs.

## **5.7 Pupils with special educational needs**

Schools will already be familiar with the nature of a pupil's special educational needs. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:

- is the pupil capable of taking part in and benefiting from the activity?

- can the activity be adapted to enable the pupil to participate at a suitable level?
- will additional/different resources be necessary?

### **5.8 Bullying**

Trip leaders should be aware that a trip environment, where pupils are living together as well as spending all their time together, can lend itself to increasing social tensions. This can manifest itself in a number of forms, including bullying.

Bullying can include physical, emotional, verbal, cyber-bullying and social. If bullying is reported or suspected, staff should investigate immediately and if bullying action is found to have taken place then this should be reported to the DSL and relevant Head of Year. The pupils involved should be dealt with in line with School policy. Full details of the School's procedures can be found in the Anti-Bullying policy on the SPJ intranet.

## **6. Communicating with parents**

Parents should be informed in writing of any off-site activity or visit unless it is a regular part of the school curriculum of which parents have already been informed such as a games fixture.

### **6.1 Parental consent**

Before pupils join the School, parents are required to sign and return a general consent form which covers sports fixtures and activities such as chess and debating matches, and educational visits that do not involve extra cost to parents, overnight stays or an unusual level of risk. Specific written consent is not needed for most day trips as they are part of the curriculum.

Specific, written parental consent is required for any trip that involves:

- any extra cost to parents;
- overnight stays;
- activities with a higher than normal element of risk (e.g. swimming, canoeing, climbing);
- activities that take place outside of normal school hours(not sports fixtures).

If in doubt as to whether specific parental consent is required, the trip leader should consult with the EVC.

If parents withhold consent, the pupil should not be taken on the visit but the curricular aims of the visit should be delivered to the pupil in some other way wherever possible. If the parents give a conditional consent, the Head and EVC will need to consider whether the pupil may be taken on the visit or not.

Where a consent form is required it must be completed for every pupil in the group. For trips involving overnight stays, parents and pupils must sign the St Paul's Juniors Code of Conduct & Parental Consent Form and the Personal Information & Medical Consent Form, both of which are published in the School Trips area of the intranet.

Doctors can be expected to carry out necessary emergency treatment without parental consent but it is possible that a surgeon in another country might be reluctant to operate on a pupil unless assured that the visit leader had parental authorisation to agree to such treatment. For overseas trips, signed copies of the medical consent form must be taken on the trip by the trip leader, this is especially important for trips to the USA. If deemed necessary, translations of the medical consent, as signed by the parent, in the relevant foreign language, should be included. It is highly unlikely that this will be needed for the location of trips undertaken by pupils at St Paul's Juniors.



## **6.2 Other consent**

Parental consent should be obtained before pupils are carried in a teacher's or other adult's private vehicle

## **6.3 Information for parents - day trips**

For day trips, the following should be sent to parents:

- dates and location of the visit;
- the objectives of the visit and planned activities;
- cost (if applicable)
- names of the visit leader, other staff and other accompanying adults;
- times and locations for departure and return; mode(s) of travel;
- any times when remote supervision may take place and how this will be managed;
- arrangements for pupils who require medication(eg inhalers and epipens);
- clothing and equipment to be taken;
- pocket money.
- disclaimer regarding costs associated with trip cancellation in response to a risk assessment (full statement can be found in the finance section of this policy 3.66);

## **6.4 Information for parents – residential trips and adventurous activities**

Before residential visits, or when the pupils are to travel abroad or engage in adventurous activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English. Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would.

The following information should be given to parents:

- dates and location of the visit;
- the objectives of the visit;
- costs;
- times and locations for departure and return: parents must agree to meet their child on return;
- mode(s) of travel, including the name of any travel company;
- the size of the group and the level of supervision, including any times when remote supervision may take place;
- details of accommodation with security and supervisory arrangements on site;
- details of provision for special educational or medical needs;
- procedures for pupils who become ill;
- details of any vaccinations or medication required for the visit;
- names of the visit leader, other staff and other accompanying adults;
- details of the activities planned and of how the assessed risks will be managed;

- standards of behaviour expected and general group discipline including prohibited items;
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- disclaimer regarding costs associated with trip cancellation in response to a risk assessment (full statement can be found in the finance section of this policy 3.66);
- clothing and equipment to be taken;
- pocket money;
- visa requirements;

Advice on what to include in pre-departure information for parents can be found in section 8.5

### ***6.5 Contact with parents during the visit***

The visit leader should ensure that parents can contact their child via the school contact and the visit leader (two school mobile numbers) in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home. Parents should therefore:

- know the destination details;
- be aware of the emergency contact arrangements at home (particularly important during holiday periods when the School may be closed) and at all the venues the group will visit;
- a School Post group should be set up via the School Office. See the School Office for advice.

### ***6.6 Late return to school***

The visit leader should contact the School Office as soon as they become aware of the likelihood of a late return to school. They should give an indication of the expected time delay so that parents and bus companies can be contacted to make alternative arrangements for travel home from school.

## **7. Transport**

With the help and advice of the EVC, the Head should satisfy herself that all travel arrangements, including the hire of private coaches or buses, are suitable for the nature of the visit.

The visit leader must give careful thought to planning transport. The most important factor to consider is always the safety and welfare of the party.

If any of the group uses a wheelchair, the visit leader should ensure that transport used has appropriate access and securing facilities. It may be appropriate to use portable ramps.

### ***7.1 Minibuses***

To drive the school minibuses requires a Category D1 licence. Drivers with a Category B (car) licence only are restricted to driving minibuses of no more than 3.5 tonne, namely the Peugeot Boxer and LDV Convoy; they must not drive the Ford Transits, and they cannot drive abroad or tow a trailer.

To satisfy the School's requirements, all drivers must be over 25 and on the School's list of authorised drivers. For details of the competency tests that must be passed before a driver is added to this list, please contact the Director of Operations

Whenever possible, two members of staff should go in the school minibus. If two or more minibuses are heading to the same destination, they should aim to travel safely in convoy.

The minibus driver must:

- not drive when taking medication or undergoing treatment that might affect their ability or judgement;
- carry a mobile phone (the number should be left with the School Office);
- ensure the pupils are well behaved and are wearing seatbelts for the entire duration of the journey;
- know what to do in an emergency (refer to the Emergency Action Plan);
- know how to use fire-fighting and first-aid equipment;
- avoid driving for long periods and ensure that adequate rests are taken when needed (a 15-minute break is recommended every 2 hours);
- comply with transport regulations and the requirements of the vehicle's insurance cover;
- take into consideration the effects of teaching and the working day.

Minibuses are booked at the Porters' Lodge. David Emery has overall responsibility for the buses. A passenger list which includes the destinations and timings of the trip will also need to be completed.

## **7.2 Seat belts**

All minibuses and coaches that carry groups of three or more children aged between 3 and 15 years inclusive must be fitted with a seat belt for every child. The seats must face forward and seat restraints must comply with legal requirements. For trips abroad, if the provision of seatbelts in coaches or mini buses cannot be guaranteed, parents should be informed and indicate their consent via the visit consent form.

## **7.3 Supervision on transport**

The level of supervision necessary should be considered as part of the risk assessment for the journey.

The group leader is responsible for the party at all times, including maintaining good discipline.

The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of older children are being taken on a short journey. The visit leader should also be aware of alternative routes or means of travel in the event of delay or cancellation.

Factors that the visit leader should consider when planning supervision on transport include:

- the level of supervision that will be necessary on double-decker buses/coaches: one supervisor on each deck should be appropriate in normal circumstances;
- safety when crossing roads as part of the journey: the visit leader should ensure that pupils know how to observe the safety rules set out in the Highway Code and the Green Cross Code. Pedestrian crossings and traffic lights or footbridges should be used to cross roads, whenever possible;
- on buses, coaches, trains, ferries, aeroplanes and boats, the visit leader should make clear to pupils where they are allowed to go. Misbehaviour is a major cause of accidents to children on such means of transport. Appropriate supervision and discipline should be

maintained at all times. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed;

- booking transport: the group leader should arrange for seats to be reserved well in advance to ensure that the party can travel together;
- safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport, particularly when using UK vehicles abroad: pupils should be made aware of safety rules and expected standards of behaviour;
- safety while on stops or rests during the journey: visit leaders should plan with the driver sufficient stops at suitable areas to ensure the safety of all group members, including the driver. Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods;
- the safety of the group in the event of an accident or breakdown: the group should remain under the direct supervision of the visit leader and/or other teachers;
- head counts, which should always be carried out by the visit leader or another delegated teacher or supervisor when the group is getting off or onto transport. Note that on return to school a sweep of the coach or minibus should be made for possessions and litter and that this will normally take the place of a head count;
- making sure members of staff know who has responsibility for checking that seat belts are fastened;
- considering whether a visible and easily recognizable article of clothing should be worn in common by pupils (e.g. a school sweatshirt or hoody);
- ensuring, if appropriate, that pupils are made aware that they are not allowed access to the driving area at any time;
- making sure that all group members are aware that travel sickness tablets should only be administered to a pupil with authorisation from the parents.

#### **7.4 Hiring coaches and buses**

The visit leader is responsible for ensuring that coaches and buses are hired from a reputable company (the School Office has a list of companies used by the School). Professional operators of buses and coaches are legally required to be licensed. Schools using operators to transport pupils should ensure that the operators have the appropriate public service vehicle (PSV) operators' licence. When booking transport, the visit leader should ensure that seat belts are available for pupils. Whilst seat belts must be fitted on coaches that carry groups of children, they are not legally required on buses. Buses where seat belts are not fitted are not normally appropriate for visits involving long journeys.

If any of the group uses a wheelchair, the group leader should ensure that transport used has appropriate access and securing facilities. It may be appropriate to use portable ramps.

### **8. Residential visits, including overseas visits**

#### **8.1 Planning and preparation**

As stated in section 3.1, it is good practice to make an exploratory visit to a new location. If this is not possible, the visit leader should gather as much information as possible on the area to be visited and available facilities, as appropriate, from:

- the provider;
- the internet, books and magazines.
- other schools who have used the facilities/been to the area; The Foreign & Commonwealth Office's Travel Advice Unit;
- national travel offices in the UK; Embassies/consulates;

The EVC will ensure that visit leaders are aware of feedback from previous trips that may need to be taken into account at the planning stage.  
The School's Trips Administrator, Trudy Travers, is available to assist the visit leader with aspects of trip administration.

### **8.2 Staffing the visit**

Staff : pupil ratios must take into account the guidance provided in section 3.9 of this document. A member of SLT must be present when a residential trips involves a whole year group. The visit leader, in consultation with the EVC, must ensure that there are sufficient staff who have experience of supervising residential (or overseas) visits. For overseas visits, the trip leader should not be allocated a group, so that they are free to deal with emergencies and on-going administration.

### **8.3 Supervision and safety**

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting. All staff must be fully aware of section 21 of the Code of Conduct which deals with issues that may arise on residential trips.

- careful consideration must be given to sleeping arrangements. Parents must be informed of these prior to the start of the trip. Staff should be accommodated in separate rooms to pupils, with access to separate washing and toilet facilities. The group should ideally have adjoining rooms with teachers' quarters next to the pupils': the leader should obtain a floor plan of the rooms reserved for the group's use in advance; The immediate accommodation area should be exclusively for the group's use;
- ensure there is appropriate and safe heating and ventilation;
- ensure that the whole group are aware of the layout of the accommodation, its fire precautions and exits, its regulations and routine, and that everyone can identify key personnel;
- security arrangements: where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- the manager of the accommodation should be asked for written assurances that the staff, including temporary workers, are suitable for work with young people and have an advanced DBS check;
- locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times;
- there should be drying facilities for visits involving outdoor activities;
- there should be adequate space for storing clothes luggage, equipment etc, and for the safe keeping of valuables;
- adequate lighting: it is advisable to bring a torch, especially on trips involving camping;
- there should be provision for pupils with special needs and those who fall sick;
- balconies should be stable, windows secure and electrical connections safe;
- where possible pupils should not be lodged in ground floor rooms;
- the fire alarm must be audible throughout the accommodation;
- there should be recreational accommodation/facilities for the group;
- the residential venue should be able to meet any particular cultural or religious needs of the group;

- there should be an appropriate number of teaching staff supervisors on standby duty during the night;
- one member of staff must always abstain from alcohol in a 24-hour period whilst the remainder of staff must always be under the legal limit for driving in that country.
- in hotel settings, arrangements must be made to clear mini-bars or to have them locked for the duration of the visit. Rooms should also be checked for additional features such as games and a decision should be made by the group leader as to whether these should be removed.
- duty rotas should be clear and in writing.

#### ***8.4 Preparing pupils***

The visit leader should decide how information is provided, but must ensure that the pupils understand key points noted in section 5.3. For some pupils on residential visits it will be their first experience away from home on their own and in the close company of other pupils. When travelling abroad additional information relating to culture, language, personal safety and communication may be required:

- language, particularly common phrases;
- culture, including body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc;
- dangers of drugs and alcohol;
- food and drink: In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, undercooked meat or fish
- money: how to carry money and valuables discreetly;
- what not to bring back either in the UK or from abroad;
- all group members should carry the address and telephone number of the accommodation in case an individual becomes separated.

#### ***8.5 Pre-departure information for parents***

Parents need to be kept informed of trip arrangements at appropriate stages during the pre-departure period. School Post will provide a platform for much of the essential information. For residential trips, it is advisable to hold a pre-departure briefing for parents. It is essential that an information meeting is held for residential trips abroad so that parents are given the opportunity to meet the teachers and others who will be taking the pupils on the trip and have an opportunity to ask questions.

Pre-departure information should include the following:

- a detailed itinerary;
- contact information for the trip leader and school contact;
- arrangements for departure and return;
- staff accompanying the trip;
- travel arrangements;
- medical arrangements;
- accommodation, with security and supervision arrangements;

- expectations for pupil conduct;
- a reminder to provide current emergency contact information to the trip leader;
- before the trip departs;
- a reminder of the School's policy on handheld devices , including mobile phones;
- Insurance;
- clothing and equipment to be taken;
- pocket money.

### **8.7 Paperwork**

The visit leader should ensure that he/she obtains and takes:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag;
- a copy of the contract with the centre/hotel etc, if appropriate;
- medical papers, EHIC cards (for trips to Europe) and significant medical histories;
- parental consent forms and permission for group leader to authorise emergency treatment on parental behalf;
- the phone numbers and addresses, at home and in school, of the Head and of the school contact;
- the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);
- copies of a list of group members and their details;
- details of insurance arrangements and the company's telephone number;
- the name, address and telephone number of the group's accommodation;
- the location of local hospital/medical services;

### **8.8 Final Information Pack**

Full details of the visit should be collated within a final information pack and retained at school while the visit is in progress. This should include:

- a detailed itinerary;
- contact telephone numbers for the group leader and accompanying staff;
- a list of group members and their details;
- at least two contact names, with addresses and telephone numbers of the parents/carers and next of kin for all pupils;
- contact names, with addresses and telephone numbers of the next of kin for all accompanying staff
- copies of parental consent forms;
- copies of travel documents, insurance documents, medical papers;
- risk assessment, including any specific risk assessments produced by the travel company or venue;
- a copy of the contract with the centre/hotel etc, if appropriate;

It is the Head/ EVC's responsibility to ensure this information is available at all times. Copies should be placed by the trip leader with the School Office, Porters' Lodge, EVC and Head. This is particularly important if the visit takes place when the School is closed.

Hard copies should be securely stored at all times. Those used by staff on the trip should be collected in and shredded as soon as the trip has been completed. Sensitive information such as medical and contact details and passport copies should only be carried by the visit leader and if overseas, the deputy visit leader.

### **8.9 Feedback**

The trip leader and other staff accompanying the trip are asked to contact the EVC with feedback on the trip so that areas of concern such as health and safety, travel, location or venue, finance, staffing and logistics can be addressed and lessons learned. The EVC will collate feedback and communicate key points to trip leaders for consideration when planning future trips.

## **9. Additional requirements for visits abroad**

In addition to all other relevant guidance provided within this policy, a number of additional factors need to be taken into account when planning trips abroad.

### **9.1 Vaccinations**

The visit leader should check vaccination requirements and inform parents. It is important to check whether the country to be visited requires proof of vaccination. MASTA provides up to date vaccination advice ([www.masta-travel-health.com](http://www.masta-travel-health.com) ).

### **9.2 Foreign legislation**

The visit leader needs to check relevant legislation, particularly on health and safety - e.g. fire regulations.

### **9.3 Visas, passports and nationality**

The visit leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. A group passport may suffice in certain circumstances.

Scanned copies of the group's passports should be taken for emergency use. Otherwise there can be problems if someone other than the designated leader has to accompany an injured pupil back to the UK. These should be kept securely by the trip leader.

If the group includes pupils whose national or immigration status or entitlement to a British passport is in doubt, parents should make early enquiries of the Home Office's Immigration and Nationality Directorate concerning the requirements of the immigration rules and the right of re-entry before a pupil is signed up for a trip. Pupils must have the correct documentation to reside in the UK, without it, they may not be able to return to the UK after the trip.

Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state. A pupil may receive visa exemption if they are a member of a school group. Details and forms are available from the British Council: <https://schoolsonline.britishcouncil.org/partner-school/list-travellers-visa-scheme>.

Pupils other than EU nationals may require a separate passport and may need to use separate passport control channels from the rest of the group.

This section will be reviewed in the light of changes which may occur after Brexit. <https://www.gov.uk/visit-europe-brexit> provides current information on visiting Europe after Brexit.



#### **9.4 Care orders and wards of court**

If a child is subject to a care order, foster parents will need to ensure that the Social Services Department consents to any proposed trip. If a pupil is a ward of court, the Head should seek advice from the court in relation to school journeys and activities abroad well in advance.

#### **9.5 Emergency Medical Facilities**

Some of these are available through reciprocal health care arrangements in European Community (EC) countries to EU Nationals. An EHIC card is required for all trips to an EU country. It is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later. This section will be reviewed in the light of changes which may occur after Brexit.

#### **9.6 Information retained at the School**

Full details of the visit should be retained at school while the visit is in progress. This should include:

- The itinerary and contact telephone number/address of the group;
- A list of group members and their details;
- Contact names, addresses, telephone numbers of the parents and next of kin;
- Copies of parental consent forms;
- Copies of travel documents, insurance documents, medical papers;
- A copy of the contract with the centre/hotel etc, if appropriate; and emergency contact numbers.

It is the Head's/ EVC's responsibility to ensure this information is available at all times. Copies should be placed with the School Office, 'at home contact', EVC and Head. This is particularly important if the visit takes place when the School is closed.

#### **9.7 During the visit**

It is advisable for pupils to carry relevant contact details in the relevant foreign language for use if they get lost. Group members should carry an appropriate amount of foreign currency when remotely supervised e.g. money for a telephone call (or a phone card).

#### **9.8 Emergencies**

The visit leader must ensure that all members of the group know what action to take if there is a problem.

The visit leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Visit leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.

Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep. The visit leader should take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents should be asked to provide suitably factored sun protection creams and sun hats/glasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration, which can cause

headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing.

### **9.9 'At Home' contact**

An 'at home' contact from the SLT must be appointed for trips abroad. They must have access to all next of kin and contact information for parents of pupils accompanying the trip and a complete trip information pack. It is advisable to have a teacher/contact at home with a valid passport who could go to the area being visited to provide support to the group in the event of an emergency.

### **9.10 Travel by air**

Taking a school group on an aircraft requires careful planning and preparation. The airline/travel agent will be able to advise on particular requirements. If the group includes any members with disabilities, it is advisable to check that the airline has a wheelchair service and lifting facility etc, if appropriate. The visit leader should resist any attempt by the airline to split the group between different aircraft. It is advisable to limit time on the public side of security.

### **9.11 Exchange visits**

St Paul's Juniors does not organise exchange visits that involve stays with host families, either at home or abroad.

## **10. Emergency response and crisis management**

In the event of an accident or crisis the leader's duty is to attend to the pupil(s) concerned, while ensuring that the remainder of the party is safeguarded. The procedure in Appendix A 'Emergency Action Plan' (EAP) must be followed. Visit leaders must ensure they consult the EAP beforehand and that each member of staff has a copy for the duration of the trip.

The Director of Operations is able to advise on matters related to critical incidents.

If the whole party is involved in any serious incident or delay, then the School must be advised as soon as possible. The leader may at the same time request the School to pass on information to the parents. One of the school mobile telephones, available from the School Office, may be taken on school trips for this purpose.

Where a pupil meets with an accident or is taken ill, his parents must be informed directly. If the pupil is then himself fit to speak to his parents this can reduce their anxiety. The School must also be informed of any accident or emergency.

Visit leaders should consider whether it is desirable for members of staff involved to hold first aid qualifications.

A written report must be prepared, giving the facts of any accident or emergency. This report must be reviewed by the EVC after the conclusion of the trip and any lessons learned incorporated in the planning of future trips.

After a serious incident it is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or members of staff in the School have been affected. In some cases reactions do not surface immediately. It may be helpful to contact local community support services and to seek

professional advice on how to help individuals and the School as a whole cope with the effects of a tragedy.

## ***11 Post trip review and feedback***

The School's policy on Safeguarding and Child Protection applies on all trips. A review of each residential trip will be undertaken as soon as reasonably practicable after the trip returns.

Feedback records will be stored by the EVC and Pastoral Deputy Head. Relevant points will be communicated to staff leading subsequent visits and where necessary, the Educational Visits policy points will be updated.

### ***11.1.Interviews with staff***

Interviews with two staff (trip leader and one other) to take place with the EVC

### ***11.2 Questionnaires for pupils***

A separate questionnaire using Google forms will be issued by the DSL to approximately 20% of the pupils immediately following each trip.

Completed interviews and questionnaires will be collated, and analysed by the member of the DSL team responsible for the interview, with any concerns being neutrally notified and recorded via the established NN system (for staff) or the Pastoral Manager system (for pupils). A summary of any concerns and follow up will be included in the DSL report to the GB safeguarding sub-committee on a termly basis.

## **17. Relevant Forms, templates and checklists**

A list of relevant forms, templates and checklists can be found in Appendix B. They are all available on the School Trips page of the SPJ Staff Notes and Handbook on the intranet

## **Appendix A**

### **Emergency Action Plan**

If an emergency occurs on the trip, follow the procedures below:

#### **1. Immediate Action**

- a) Assess the situation.
- b) Make sure all members of the party are:
  - safe
  - accounted for
  - adequately supervised
- c) Attend to any casualties/injuries.

#### **2. Get Help**

- a) Dial 112 in Europe, 999/112 in UK and give:
  - name of visit leader
  - location
  - nature of emergency and number of persons injured
  - action taken so far
- b) Follow advice given by the emergency services.

#### **3. When Help Arrives**

- a) Ensure that an appropriate adult attends the receiving hospital/surgery, taking with them parental consent forms, EHIC or private insurance documents and passport if abroad, appropriate medical information about the injured person and money.
- b) Ensure that the remainder of the party:
  - is properly supervised throughout
  - is returned to base as early as possible
  - receives support and reassurance

- c) Ensure that an adult continues to liaise with the emergency services until the incident is over.

#### 4. Contact with School and Parents

- a) Inform the School/at home contact with full details as soon as possible. Contact numbers are:

School	020 8748 3461	
Head	020 8746 5460 (school)	07949 029599(mobile)
DSL	07734 853825 (mobile)	
Deputy DSL	07816 309885 (mobile)	
EVC	07808 936065 (mobile)	
Director of Operations	07769 187 184 (mobile)	
Night Watchman	020 8746 5401 07795 678531 (mobile)	
On-call Porter	07795 678530	

- b) Decide with the contact at school how the parents are to be contacted and informed.
- c) Do not, under any circumstances, talk to the press or the media, or allow pupils to do so.

#### Safeguarding reporting: quick reference

**IN AN EMERGENCY, DIAL 999** – request ambulance, police, fire, as necessary.

If you suspect a child is at risk of harm:

- Immediately alert Nick Arnold (the DSL) on **the SPJ single point of access number 0208 746 5353** (option 2, followed by option1)
- Of if he is unavailable, any of the Deputy DSLs: Shelagh Willis (option 2, followed by option 2) or Alistair Wilkinson (option 2, followed by option 3) or
- Ibe Akoh (option 2, followed by option 4)

**OR** if you cannot contact the DSL (or the Deputy DSL) and you suspect that the child is at immediate risk:

- Alert the London Borough of Richmond's Children's Social Care by calling **020 8891 7370** or out of hours on **07774 332 675**

If you have a concern, suspicion or allegation about the behaviour of a **member of SPJ staff**:

You must report it to the Head on the SPJ single point of access number **0208 746 5353** (option 1, followed by option 1), or, in her absence (or if the concern is about her) to the High Master 0208 746 5353 (option 1, followed by option 2). If he is unavailable (or the concern is about her), then you should report it to the Chairman of Governors, Richard Cassell (option 1, followed by option 3) or if he is unavailable the Vice Chairman of Governors, Tim Haynes (option 1, followed by option 4).

**NB**

A concern about the Head should be referred to the High Master without informing the Head.

A concern about the High Master should be referred to the Chairman of Governors without informing the High Master.

A concern about the Chairman of Governors should be reported to the LADO on **020 8891 7370**. without informing the High Master or the Chairman of Governors.

**Refer to the Safeguarding and Child Protection Policy in the staff handbook on the intranet for further guidance.**

## **Appendix B**

The following forms, templates and advice notes are located on the 'School Trips' page of the SPJ intranet:

- Trip application form
- School trips finance procedure
- Guidance on staff expenses
- Residential trip checklist
- Day trip checklist
- Risk assessment form
- Generic travel risk assessment (intended as a guide only)
- Government Health and Safety Advice
- Prescribed medical form
- Code of Conduct for residential trips
- Detailed itinerary form
- Generic trip consent letter (sent to new entrants to the school)
- Off-site sports risk assessment