

## **Trips and Visits Policy**

### **Aim of the Trust**

To provide unique and enriching opportunities for all.

This policy is linked to the following policies:

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

### **Principles**

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

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

### **Purposes**

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

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

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

### **Guidelines**

#### **1.1 Responsibilities**

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

The Executive Principal/Headteacher has designated the role of Educational Visits Co-ordinator (EVC) to a member of the senior leadership team at each Academy.

1.1.1 The EVC should ensure that:

- visits comply with national regulations and guidelines and the Academy's own Health and Safety Policy;
- adequate safeguarding procedures are in place;
- all necessary actions have been completed before the visit begins;
- the risk assessment has been completed and appropriate safety measures are in place;
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- the group leader or person in charge of the activity is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place;
- all staff involved are competent to carry out such responsibilities as they may be allocated;
- group leaders are allowed sufficient time to organise visits properly;
- non-teacher supervisors such as assisting staff and voluntary helpers are appropriately trained and competent to carry out tasks allocated;
- parents/carers have, where required, signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the students;
- adequate first-aid provision will be available;
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- an Academy contact has been nominated (this may be the appropriate senior staff) and the group leader has details;
- the group leader, group supervisors and nominated Academy contact have a copy of the agreed emergency procedures;
- the group leader, group supervisors and nominated contact have the names of all the adults and students travelling in the group, and the contact details of parents/carers. Contact details of teachers' and other supervisors next of kin are available through the academy;

- there is a contingency plan or plan B in place should the visit plan be significantly changed or cancelled;
- there is a contingency plan for any delays including a late return home.

### 1.1.2 The Group Leader

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

- obtain the EVC's prior agreement before any off-site visit takes place;
- follow the relevant regulations, guidelines and policies;
- appoint a deputy;
- clearly define each group supervisor's role and ensure all tasks have been assigned;
- be able to control and lead students of the relevant age range;
- be suitably competent to instruct students in an activity and be familiar with the location/centre where the activity will take place;
- be aware of child protection issues as required, at the discretion of the academy's designated child protection officer;
- ensure that adequate first-aid provision will be available;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents/carers;
- undertake and complete a comprehensive risk assessment;
- review regularly undertaken visits/activities and advise the EVC where adjustments may be necessary;
- ensure that teachers and other supervisors are fully briefed and are aware of what the proposed visit involves;
- have enough information on the students proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of supervisors to students is appropriate for the needs of the group;
- consider stopping the visit if the risk to the health or safety of the students is unacceptable and have in place procedures for such an eventuality;
- ensure that group supervisors have details of the Academy contact;

- ensure that group supervisors and the Academy contact have a copy of the emergency procedures;
- ensure that the group's teachers and other supervisors have the details of students' special educational or medical needs which will be necessary for them to carry out their tasks effectively;
- observe the guidance set out for teachers and other adults below;
- Ensure Teachers and Adult Volunteers know their responsibilities and have read the Health and Safety of Students on Educational Visits policy and the risk assessment.

### 1.1.3 Teachers

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

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

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

### 1.1.4 Adult Volunteers

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

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

### 1.1.5 Students

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

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

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

#### **1.1.6 Parents/carers**

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

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

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

Parents/carers will need to:

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

#### **1.1.7 Consent**

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

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

Type 1 offsite activities in category R do not require consent

### 1.1.8 Types of Trip

#### TYPE I VISITS

There are two categories of Type I visit:-

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

#### TYPE II VISITS

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

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

## 1.2 PLANNING VISITS

### 1.2.1 Preliminary Planning

The Educational Visits Co-ordinator has overall responsibility for all Academy visits and journeys. Formal approval must be sought before proceeding with any arrangements:

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

### 1.2.2 Risk Assessment

An assessment will be completed prior to the visit by the group leader and approval granted by the Executive Principal, Vice Principal, Headteacher or Deputy Headteacher;

The risk assessment should be based on the following considerations:

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

For each visit, copies of the entire risk assessment pack, including consent forms with contact details, will be provided to either the Executive Principal, Headteacher or EVC

### **1.3 PREPARING STUDENTS**

#### **1.3.1 Equal Opportunities**

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

#### **1.3.2 Information to Students**

Students should understand:

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

- emergency procedures.

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

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

### **1.3.3 Preparing Students for Remote Supervision**

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

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

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

## **1.4 COMMUNICATING WITH PARENTS**

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

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

- dates of the visit;
- visit's objectives;
- times of departure and return – parents/carers must have agreed to meet their child on return;
- the location where the students will be collected and returned;



- mode(s) of travel including the name of any travel company;
- the size of the group and the level of supervision including any times when remote supervision may take place.

## **1.5 TRANSPORT, INSURANCE ETC**

### **1.5.1 Insurance**

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

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

### **1.5.2 Coaches and Taxis**

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

Seatbelts are to be worn at all times.

### **1.5.3 Minibuses**

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

### **1.5.3 Private Cars**

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

### **1.5.4 Public Transport**

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

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

## **1.6 PROCEDURES**

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

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

### **1.6.1 Supervision and Staffing ratios**

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

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

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

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

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

The following ratio is guidance for all visits

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

It is strongly recommended that for all Type II visits and when the minibus is used for a long journey that a teacher and a second adult accompany the party.

### **1.6.2 Emergency Procedures**

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

- 1) Primary concern is to ensure the health and safety of all members of the Group at all times. Any actions needed to ensure this should be taken immediately, in the given circumstances. E.g. contacting emergency services, administering 1st Aid, obtaining local assistance, etc.
- 2) If urgent information is required from the affected person's Emergency Contact to assist with the affected person, then this should be done. Otherwise, the Academy will make contact with Emergency Contact.
- 3) The EVC, Executive Principal, Headteacher or other Academy Director should then be contacted as soon as possible on the emergency numbers and fully briefed on the situation.
- 4) The Academy will then,

- a. Provide the Group Leader full remote assistance, contacting necessary authorities, services, organisations etc to ensure safety of the Group
  - b. Contact the affected person's Emergency Contact, to inform them of the situation and how it is being managed
- 5) The Academy will inform the Group Leader,
- a. Of any further relevant information regarding the affected participant provided by the Emergency Contact,
  - b. Of any intention by the Emergency Contact to make their way to the location of where the affected participant is being treated.
- 6) Under no circumstances should any media contact be made by anyone within the Group. The Executive Principal will manage any communications regarding the media in conjunction with the Trust Board.
- 7) In order that the situation can be managed in an orderly manner, other members within the Group should be discouraged from making communications on their mobile phones regarding the incident. Any unmanaged communications to parents/carers may cause undue distress.

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