



SHERFIELD SCHOOL

Educational Visits Policy

This policy applies all pupils in the school, including in the EYFS

Created	January 2019
Date Reviewed	September 2024
Annual review	August 2025
Head of School	Caroline Taylor

Educational Visits Policy

Associated Policies -

First Aid

Health and Safety

Risk Assessment

Safeguarding,

Critical Incidents

Curriculum

Behaviour

The policy also draws on the ROSPA guidance, "Planning and Leading Visits and Adventurous Activities", which may be consulted for further information:

<http://www.rospa.com/rospaweb/docs/advice-services/school-college-safety/school-visits-guide.pdf>

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Educational Visits Policy

This policy takes into account the DfE Guidance, *Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies*, and *Guidance on the Requirements for Driving Minibuses*.

It also draws on the previous guidance on *the health and safety of pupils during educational visits* (HASPEV).

At Sherfield School, we believe that learning outside the classroom is an essential component of our curriculum. It gives our pupils unique opportunities to develop their resourcefulness and initiative and to spend time together in an informed environment. Each trip is different. Some are directly related to the curriculum; some are designed to promote social awareness or to enhance physical skills, self-reliance and teamwork. Others will extend their knowledge of the world. The common factor is that they all make an essential contribution to our pupils' development and education in the broadest sense of the word.

1. Rationale

At Sherfield School, we believe that learning outside the classroom is an essential component of our curriculum. It gives our pupils unique opportunities to develop their resourcefulness and initiative and to spend time together in an informed environment.

Each trip is different. Some are directly related to the curriculum; some are designed to promote social awareness or to enhance physical skills, self-reliance and teamwork, while others will extend their knowledge of the world.

The common factor is that they all make an essential contribution to our pupils' development and education in the broadest sense of the word.

When organising trips, it is essential that those taking the lead role consider the following:

- The aims and objectives of the trip;
- The educational or other experience gained must be judged to be worth the negative impact on missed curriculum time;
- Other events and trips taking place within the same, preceding or subsequent term;
- The financial implications on parents and the school;
- Where the trip is residential, the outgoing or returning journey should be arranged to take place over a weekend or school holiday;
- For educational trips, whether there is an option to combine subject area experiences to reduce time away from school;
- The accessibility of all elements of the trip to pupils;

Trips organised for those pupils in public examination years after the February half-term holiday preceding the summer of their public exams will not be approved except in extenuating circumstances. Any trips arranged for Activity Week should be open to all pupils within the year group they are arranged for.

2. Basic Principles

Responsibility

- The Head bears ultimate responsibility in ensuring staff meet the arrangements and follow the guidelines in this policy. The Head will hold the role of nominated contact in the event of an emergency, the Educational Visits Coordinator (EVC) will be the second nominated contact in the event of the Head being unavailable
- The Educational Visits Co-ordinator is responsible for the review of this policy and ensuring that staff are aware of its contents
- Teachers who plan a day or residential visit are designated as the group leader and, as such, have a responsibility to make sure the visit is properly organised.
- The group leader is responsible for completing a full risk assessment of the trip. This must be approved by the EVC before the trip can go ahead.
- Sherfield School's *Behaviour Policy* applies to all pupils on off-site visits. The group leader is responsible for good behaviour on all visits.
- The group leader (designated by the EVC) will be responsible for coordinating and delegating tasks to all staff participating in the visit and sharing with them the details of the risk assessment.
- Staff accompanying children on visits will have appropriately designated responsibilities and a clear itinerary of events.
- The group leader will complete a visit evaluation form (included on the Sherfield School Risk Assessment Form) after the visit, reporting back to the EVC any problems/issues and particular successes. This evaluation must include an assessment of the effectiveness of the Risk Assessment in order to inform future visits.

Health and Safety

- Safety is the prime consideration when planning or carrying out a school trip; all appropriate health & safety and child protection procedures must be followed.
- All risks will be assessed and reported prior to the event, and any possible measures towards safety and welfare will be undertaken,
- Staffing will adhere to recommended supervisor-child ratios (see *Educational Visits Procedure Checklist* for details). The group leader will consider whether the nature of the activities requires the normal ratios to be exceeded.
- The staffing of every off-site visit should include, where possible, an adult who has an appropriate first aid qualification. In the case of an off-site visit involving pupils in the EYFS, at least one accompanying adult will hold a current full paediatric first aid qualification.
- Appropriate first aid provision will be available at all stages of the trip.
- Teachers, assistants and volunteers accompanying school trips will be suitably record-checked and appropriately trained in procedures.
- All transport arrangements and venues will be checked for suitability and safety beforehand.
- Risk assessments will be completed and approved for all aspects of the trip. At an age-appropriate level, pupils should be involved in the assessment and management of the risks for the trips in which they are involved.

Educational Value

- For curricular visits, a clear aim and objective must be identified by the group leader and clearly communicated to the other accompanying adults and, as appropriate, the pupils.
- Visits are not taken in isolation. Pupils are well prepared for the visit and, subsequently, put the experience to good effect as a stimulus for work in class.
- When planning, the consideration should be made to ensure that all pupils are able to participate in the trip, in accordance with the Equal Opportunities Policy.

Parents and information

- At the start of each academic year, or on a child's registration at the school, parents are asked to sign a consent form for their child to participate in off-site activities such as visits to local sports amenities, churches and sports fixtures against other schools. Such events do not then require further parental consent but are otherwise regulated by this policy. However, parents are entitled to information about where their children are during the school day. Therefore, information about an off-site visit should be available to parents, for example, in the school calendar, on the website, in a newsletter or in a specific information letter about the trip.
- The exceptions to the procedure for parental consent above are when;
 - The trip is planned to extend beyond the normal start or end of the school day
 - The trip involves an overnight stay, overseas travel or any additional level of risk management
 - An additional charge is made to parents in relation to the cost of the trip
- Parents will be notified of the details of such school visits in advance, and permission for any school trip must be obtained from parents/guardians in writing prior to the visit date. For trips that require a higher level of risk management, parents must be told where the children will be and if any extra safety measures are required.
- Parents will be told specifically if a day visit is planned to involve a return to school after the end of the normal school day. If a trip is planned to return before the end of the school day but is subject to delays, the group leader will contact the Head or school office, who will pass on information to parents via parent mail, phone or email.
- Parents will be required to notify the school of their child's special or medical needs, dietary requirements and any other considerations affecting the welfare and safety of the child and of staff and other pupils.
- Parents are also asked to sign a consent form for emergency medical treatment.
- For residential visits and trips overseas, the school will hold an information meeting for parents and pupils at the early stages of planning. An information meeting may be held for other visits as appropriate.
- Pupils' emergency contact details, medical information and any other relevant information will be collected prior to the visit. This information will be taken on the visit.
- Costs for visits will be calculated in advance, in line with the school's budget
- Parents will be notified of the cost of the trip well in advance where this is not absorbed by the school. All trips must be paid for prior to departure. Sherfield School will not make a profit on any curricular-based visits.

3. Procedures for Organising an Educational Visit

General Information

Early planning is essential for any visit. Plans for residential visits and overseas trips are formulated well in advance. All off-site visits and activities must be approved by the Head, who is kept fully informed throughout the planning stages. Residential visits and trips overseas must be authorised by the Education Director, who must be kept informed of progress in planning to facilitate continued approval. Activities of an outdoor pursuit or adventure nature must be within the ability of the children participating and the accompanying staff.

Preliminary Planning

A provisional date for the trip must be submitted to SOCS for approval by SLT. Discussions will take place with the SLT about any other school events or trips which may be occurring at a similar time in order to establish a balance.

Following the approval of the date, an outline plan is presented to the EVC, who will take the plan to the Senior Leadership Team (SLT) for approval prior to more detailed plans being made, any bookings being confirmed, or parents being informed. Once outline permission has been granted and any particular conditions set, one or more meetings of the proposed staff involved will be held to formalise the administration and organisation of the visit. The Risk assessment is discussed, and specific duties and the names of the pupils for whom each person is responsible are identified if necessary.

Discussions will take place with the SLT about any other school events or trips which may be occurring at a similar time in order to establish a balance.

Once the trip is approved, parents will normally be informed and provided with as much information as is appropriate. Greater detail will be expected for trips overseas or involving overnight stays. The provision of information to parents will normally include the following, as appropriate:

- Information about accommodation
- Itinerary
- Emergency Contacts/Medical Forms
- Staffing/Grouping Details
- Personal Items/luggage and passport/visa requirements
- Insurance Details
- Finance Arrangements
- Spending Money
- Information about the coach company and any other transport arrangements

Insurance

The EVC will liaise with the Bursar to check that insurance coverage for all children and adults involved in visits is appropriate. Extra insurance coverage may be needed for residential visits, trips abroad, and any activities of a hazardous nature. If insurance coverage is not provided by the commercial centre or Tour Company, it is arranged by the Bursar and added to the cost of the visit. All parties are provided with precise details of the insurance policy so

that there is no doubt about the cover and, in particular, what eventualities fall outside such cover. In the event the Head and Bursar are unsure if a trip is covered by normal school insurance provisions, they should contact EiM to establish if this is the case.

Preliminary Visit

Except in the case of repeated visits, an exploratory visit by the group leader or another designated member of the accompanying staff is made where practicable. In the case of repeat visits, the group leader should contact the venue(s) to establish that there have been no significant changes to the premises or arrangements, which may affect the organisation of the visit. The group leader should also consult the risk assessment and its evaluation from the previous visit to ascertain what lessons, if any, can be learnt to improve risk management.

A preliminary visit should establish at first hand:

- that the venue is suitable
- that the venue can cater for the needs of pupils and staff
- an assessment of potential areas and levels of risk, completing Risk Assessment with details being given to the EVC. This will incorporate any risk assessment provided by the venue/tour operator
- familiarity with the area before taking the children
- information concerning venue staff qualifications, if not already known
- suitable checking of staff at the venue to ensure that they are suitable to work with children.
- Reconnaissance of the venue is to assist in planning, for example, in relation to specific risks, parking, toilets, venue for a packed lunch, management of access to the souvenir shop, etc.

In certain circumstances, for example, when all the activities are run by the centre's own staff, to whom the risks and area are well known, a preliminary visit is not always necessary. Nevertheless, a visit may be needed to establish such matters as a safe place for a picnic lunch, the safe use of toilet facilities, distances to walk from car parks, etc.

If it is not possible to make a preliminary visit, every endeavour must be made to acquire information about the accommodation and the area before the visit.

If a preliminary visit has not taken place, as a matter of priority when the party arrives, a member of staff inspects the facilities and accommodation and any areas where there might be dangers or potential hazards. Where necessary, risk assessments are then reassessed.

Staffing

Pupil-to-staff ratios for school trips are not prescribed by law. Those planning trips, on the basis of risk assessment, should decide the ratios, taking into account the activity to be undertaken and the age and maturity of the pupils. The responsibility lies with the Head and EVC to judge whether appropriate factors have been taken into account and ratios calculated accordingly. The group leader will liaise with the EVC to ensure that the adult-pupil ratios for a visit are appropriate. These will take account of:

- Appropriate legislation, including statutory ratios for EYFS
- The ages, genders and abilities of the children involved
- The number of pupils involved
- Pupils' special or medical needs

Ages	Ratios	Notes
Children under 2	1 adult:3 children	refer to the EYFS framework for associated qualifications requirements
2 to 3 year olds	1 adult:4 children	
3 to 4 year olds	1 adult:6-8 children	refer to the EYFS framework for associated qualifications requirements
Reception	1 adult:6-8 children	This is the minimum requirement if the children are not with a qualified teacher. Nevertheless, given the age of the children, it is likely that a risk assessment would determine a stronger ratio for an off-site visit.
Year 1	1 adult:6-8 children	
Years 2-3	1 adult:8-10 children	
Years 4-6	1 adult:10-15 children	
Year 7 and above	1 adult:15-20 children	
Trips abroad	1 adult:8 children	Unless a stronger ratio is determined by the age groups above

- Pupils' previous experiences of being away from school/home and of the activities involved
- The degree of responsibility and discipline shown by the group
- The type of visit and whether the nature of the activity and/or the pupils involved require the ratio to be exceeded.
- The level of risk
- The location and travel arrangements
- The session time and day
- The experience, training and quality of the staff and other adults available (e.g. if swimming is involved, should one of the adults in attendance be a qualified lifesaver?).
- Requirements of the organisation or location to be visited
- The availability of a qualified First Aider
- The past experience of organising visits of the same or similar nature

If the pupils have special educational needs, there should be a higher staff/adult-to-pupil ratio as an extremely high level of care and wider safety margins are necessary.

The list above is based on the ROSPA guidance "Planning and Leading Visits and Adventurous Activities."

Adult: child ratios for excursions

Normal minimum guidelines, as a starting point to take into consideration the bulleted list above are in the table below.

EYFS minimum requirements and basic guidelines for other age groups

In normal circumstances, all adults accompanying a visit will have enhanced DBS clearance. If an adult does not have such clearance, his or her participation must be approved by the Head following a risk assessment. In such situations, the group leader must make necessary arrangements so that the adult does not have any unsupervised access to the children. In all trips involving an overnight stay, all adults must have enhanced DBS clearance. An overnight stay is defined as extending into the hours between 2am and 6am. Any adult on a trip with EYFS children who does not have enhanced clearance must not be unsupervised with the children and must not engage in personal care.

For visits which involve children working with staff at another venue or organisation, the group leader must obtain written confirmation from the organisation that it has undertaken all appropriate checks on its staff and that they are appropriately qualified and suitable to work with children. The centre may make a statement to this effect in its publicity materials.

When planning an activity involving caving, climbing, trekking, skiing or water sports, the group leader must check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales). In relation to adventure activities, the ROSPA guidance can be found at www.rospa.com

On trips involving both boys and girls, the staff should, where possible, include both men and women. The Head of School has the discretion to waive this requirement in the case of the youngest pupils, or depending on the nature of the trip (e.g. non-residential day trip to a museum). Staffing must be appropriate, in terms of ratios and qualifications, to cope with any child on the trip with special or individual medical needs.

The group leader should liaise with the EVC and SLT to discuss cover arrangements back at school as necessary for all adults involved in the visit, classes to be covered in the absence of staff, work set, duties needing cover, etc.

Financial Arrangements

Records of all payments by individual pupils are kept by the leader and Bursar. At the Bursar's discretion, residential visit payments may be made in stages. All payments should be made by cheque or bank transfer. Payment by the school in advance for trip costs will be made by the Bursar. For payments and other sundry expenses during the visit, including, if appropriate, issuing of pocket money, the group leader should make appropriate arrangements with the Bursar. Similarly, the group leader should liaise with the Bursar when foreign currency is required. The group leader must ensure maximum security for money, passports and other valuable documents before and throughout the visit.

Calculating Costs

Factors to be taken into account in calculating the cost of the trip include:

- travel, transport and parking
- entrance fees for staff and pupils
- hire of equipment (for activities)
- insurance
- preliminary visits
- extra staffing and supply cover at school
- meals
- materials
- rewards, incentives, prizes for pupils' work, conduct etc.
- spending money

- contingency fund

Further Liaison with Parents

Except for routine off-site activities with a low level of risk, such as walking to the church for a carol service rehearsal or a weekly trip to local sports facilities, it is imperative that parents are given full and complete written details regarding the organisation and administration of a visit. This will normally include:

- activities and venues
- specialist equipment and/or clothing necessary for activities
- packed meal requirements
- teachers/leaders, their experience and expertise when required
- total costs and methods for payment
- insurance cover, including medical cover and exemptions
- passport requirements, if any

A signed parental medical consent form must be obtained for each participating pupil, agreeing to emergency treatment and medication to be given if needed and for staff to act in loco parentis (this information is included on the Annual Declaration completed by each parent).

Pupil Behaviour and Supervision

The group leader is responsible for the good conduct of pupils on the trip. All accompanying adults have a duty of care. Teachers should be briefed that they are in loco parentis at all times on the visit and thus are legally responsible for the well-being and safety of the children and also for their behaviour, which should be impeccable at all times.

Except for older secondary school pupils, with the specific authority of the Head, children should never be on their own but always remain in a group and must be supervised by an adult at all times. Groups and their leaders should be decided in advance and well-publicised.

On residential visits, close supervision of the pupils in the hostel, centre or hotel during the night must be maintained. Adults' rooms must be located in close proximity to the children's rooms. Staff should be allocated "on call" responsibilities on a rota basis and those adults should refrain from the consumption of alcohol in order to be able to perform their duties properly in the case of an emergency.

Homestays and host families

The school may make arrangements for children to stay with host families, either in the UK or abroad, for example, as part of an exchange visit or sports tour. Such activities can benefit learning across a range of subjects. In particular, foreign visits can enrich the language curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages. In such circumstances, the school must be mindful of its duty to safeguard children and promote their welfare. The school must consider how best to minimise the risk of harm to children involved in such a homestay arrangement. KCSIE 2023 notes that where a school organises for children to stay in homestays, the adults taking responsibility for hosting the children will be in regulated activity, and the school has a responsibility, as a provider, to undertake DBS checks with barred list information. This applies both to the school's own pupils for whom it arranges homestays and also to visiting

pupils on an exchange, for example, hosted by the school's own parents. If the homestay is organised by the child's parents, this would be a private arrangement, and the school is not the regulated activity provider, so it does not need to conduct DBS checks. The school is free to make its own assessment as to whether other persons over 16 living in the household where the child is being hosted should be checked.

It is not possible for the school to obtain criminal information from the DBS about adults who provide homestays abroad. In these circumstances, the school must liaise with the partner school abroad to establish a shared understanding of and agreement to the arrangements in place for the visit. The staff responsible must use professional judgement to satisfy themselves that arrangements are sufficient to safeguard effectively every child involved. The school is free to decide whether it is necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible with respect to those providing homestay outside of the UK.

For further information, refer to Annex D and E of KCSIE 2023.

Risk Assessments

The school's arrangements for risk assessments on off-site visits are as follows:
For the peace of mind of all staff involved and that of the school management, trips and visits will only be approved after an assessment of the risks involved has been carried out.

Risk assessment is a normal day-to-day activity that we undertake without conscious effort, such as crossing roads, driving, etc. The risk assessment forms enable the group leader to apply the same thought processes to the trip being planned. What is required is an understanding of the potential risks involved and the actions required to minimise those risks. Completing the forms will better enable the school to safeguard the children, thus giving the group leader peace of mind. If you, as group leader, feel unsure about anything, please ask. Training is provided to staff who organise visits, both at induction and subsequently, often initially in a "mentoring" capacity, to enable them to prepare effective risk assessments for the trips they organise.

The group leader will prepare written risk assessments for individual visits and activities. The given proforma and the bank of risk assessments for repeated activities (travelling by public transport, crossing the road, escorting children along a footpath at a roadside, etc.) are available from the school reception with soft copies kept in the Trips Master folder in the Shared Drive should help group leaders to consider the risk factor and plan contingency measures to prevent or deal with such eventualities. (Where necessary, staff training will be provided). Staff should also refer to the school's risk assessment policy. The EVC is on hand to give advice and discuss the completion of RAs.

Final authorisation for each visit will be made by the Head of School and only then if he is satisfied that an adequate risk assessment has been carried out.

In order that the safety of pupils and staff can be as thorough as possible, the following time scales should be adhered to.

At least one week prior to the trip, Risk Assessments, including those from the place to be visited, were handed to Educational Visits Coordinator with completed forms such as emergency contacts, list of pupils involved, details of any particular requirements for pupils

with special or medical needs, parental consent forms and all letters sent to parents. This will form part of the information file detailed under “information and final arrangements” below. In the event consent forms are not returned by the specified time, the pupil will not be allowed to travel.

At least two full days before the trip; The risk assessments and forms noted above, having been checked and signed by the Educational Visits Coordinator should be copied for the staff on the trip and the school office.

In the case of residential visits and trips taking place outside term time, these should also be copied to the nominated contact at school (if this is not the Head). Staff on the trip (excluding the Leader, who should be in possession of them all) need only the consent forms of the children in their care for the trip. The Risk Assessment should be read and signed by those staff attending.

It is the responsibility of the group leader to check that all the consent forms and medical details for each child have been successfully collected by the deadline. It is the responsibility of the EVC to give final consent to the trip going ahead after reading the Risk Assessment.

If there are any worries or uncertainties, the group leader should always ask the Head, Educational Visits Coordinator or Bursar for help.

Information and final arrangements

Final details of the visit, including the final version of the risk assessment, must be submitted to the Head of School and Educational Visits Coordinator for approval before the visit. This information will be retained for future reference. The group leader holds the same information for the duration of the visit and checks immediately prior to departure for any late changes, for example, due to pupil illness or absence. Such changes are noted, and an amended copy is submitted to the EVC. As a minimum, the information should, depending on the type of trip, include details of:

- itinerary
- contact points
- pupils’ and staff emergency contacts
- contact information for staff while on the trip
- copies of Parental Medical Consent Forms
- specific information about any children with individual special or medical needs, including their medical plans as appropriate
- copies of any insurance documents, contracts, etc
- emergency procedures, including the school’s critical incident policy
- risk assessments

Special Educational Needs & Disability

The Head and Educational Visits Coordinator will ensure that all reasonably practicable efforts have been made during the course of risk assessment to include disabled pupils in educational visits. This will usually entail discussion with the pupil, parents, group leader and other supervisors, the manager of the venue to be visited, the tour operator etc. For further information, please refer to the Equal Opportunities and SEND policies.

Ongoing Risk Assessments and Reassessments

The group leader or other adults responsible should reassess risks while the visit is taking place. Ongoing risk assessments normally consist of judgements and decisions made as the need arises. They should be informed by the site-specific risk assessments and take account of local expertise on, e.g. tides, potential for flooding, etc. They are not usually recorded until after the visit and should be reviewed to inform future planning. Examples of the need for ongoing risk assessment:

- Changing weather, tiredness or illness within the group, behaviour, issues with other groups at the same venue, etc. Control measures may include deciding to change to the pre-assessed plan B or swapping activities on the itinerary so that the activity can be carried out on a different day
- Emergencies. Control measures would include establishing the nature and extent of the emergency as quickly as possible; ensuring that all the group are safe and looked after; establishing whether anyone has been hurt and getting immediate medical attention for them; ensuring that all group members who need to know are aware of the incident and that all group members are following the emergency procedures; ensuring that if a teacher accompanies casualties to hospital, the rest of the group are adequately supervised at all times and kept together; and informing the emergency contact in the school
- Group leaders are always in charge. They should trust their own knowledge of pupils and use their own professional judgement. This may include challenging an activity leader where the group leader's knowledge of the group is superior or intervening to prompt a change of plan, including stopping an activity if it has become too hazardous

4. On Departure and During the Visit

Communication

The group leader must take a working mobile phone (usually a school mobile phone) and must ensure that the school has all the necessary contact information for each stage of the trip.

In advance of the trip, pupils should be given clear safety instructions based on the nature of the activities and the associated risks.

First Aid

All accompanying adults must be familiar with the school's first aid and medication policy, a copy of which should be included in the group leader's information file or available electronically.

On departure, the group leader must collect the First Aid kit(s) for school visits from the School Nurse. This must be returned after the visit, together with details of any items used.

The group leader must also ensure that any special medical equipment or medication to meet individual pupil needs, such as inhalers, Epi-pens, etc, are taken on the trip. Where specialist knowledge or training is required for the administration of medication, the staffing of the trip must ensure that this expertise is available.

The regulations for the reporting of accidents (RIDDOR) apply to educational visits and can be found in the school's first aid and medication policy. Other accidents which may occur,

but which fall short of the threshold for RIDDOR reporting, must be reported and recorded in accordance with the school's normal procedures.

When the trip involves the use of a venue which provides first aid facilities, the group leader must ensure that all adults are aware of the arrangements and the location of first aid points.

In the event of a minor incident

- organise first aid treatment so that a member of staff stays with the pupil
- call for help if necessary
- see that the remainder of the group is safe
- telephone the nominated school contact number

Transport

It is the school's policy that only coaches with seat belts are booked. Vehicles used should comply with the current requirements on seat belts. All seats should be forward-facing, and seat restraints should comply with legal requirements. Occasionally, a trip may be organised to a country where legislation does not require coaches to be fitted with seatbelts, and such a coach may not be available. In such circumstances, the group leader must endeavour to book a coach fitted with seat belts and must do everything possible to ensure the safety of staff and pupils. Parents must be made aware of such circumstances.

Supervision on Transport

- At least two members of staff should supervise the pupils getting on and off the coach – one on the coach and one by the steps.
- A roll call must be taken at regular intervals, including each occasion when pupils embark and disembark.
- Pupils should not sit on the first two seats facing the front window or next to the emergency exit.
- Staff should sit at intervals spaced through the coach to ensure proper supervision
- All pupils must be settled before setting off and must wear their seat belts throughout the journey unless told to remove them in an emergency.
- The group leader should delegate an adult to check for lost property and litter when the group leaves the coach.
- At least one qualified teacher should be on each coach or minibus and have a mobile phone with them.

Other Transport:

- If school staff use their own cars to transport children, they must have appropriate car insurance. The staff concerned must liaise with the Bursar to establish whether such transportation is covered by the school's or their own insurance. If the latter, documentary proof must be provided to the Bursar. Specific written permission must be obtained from parents. Other than in exceptional circumstances, a teacher should never use his or her own car to transport a single pupil. Any staff use of their own cars must be consistent with the safeguarding policy and, in particular, the staff code of conduct.
- If parents are transporting children, their cars should be fully insured; relevant legislation relating to pupils sitting in the front and the use of booster seats must be followed. Seatbelts must be worn. Specific written permission must be obtained from parents, and documentary proof of insurance must be provided to the bursar.

- Parents should be fully informed of the time and place to collect the children.
- A staff mobile phone should be taken to the event in case of emergency.
- It is the responsibility of the group leader to look after pupils not collected after a visit. The pupils must not be left unsupervised, and appropriate efforts should be made to contact their parents if no information has been received about their late arrival. Reference should be made to the school's policy for the failure of a parent to collect a child.
- For transport by other means (train, ferry, aeroplane, etc.), detailed risk assessments must be included in the overall risk assessment for the trip.
- Further information and a link to the DfE guidance on requirements for driving minibuses can be found in the health and safety policy.

Emergencies

Despite the best planning and organisation, emergencies that require immediate response by the leaders sometimes occur. Whilst still controlling and supervising the rest of the group, leaders should contact the appropriate emergency/rescue service immediately. The Head of School and Educational Visits Coordinator should be contacted as soon as possible.

Emergency Procedures

If an accident or other emergency occurs, the group leader or supervisor should do the following:

1. Assess the situation.
2. Safeguard the uninjured members of the group.
3. If there are injuries, establish immediately the names of the injured people and the extent of their injuries.
4. Attend to the casualty/ies, liaising with the group's trained first aider.
5. Inform the emergency services and everyone who needs to know about the accident.
6. Follow the school's first aid and medication policy as appropriate, including, when possible, the procedures for recording the accident and contacting parents.
7. Notify the police if necessary.
8. Share the problem; advise all other group staff that the accident/emergency procedure is in operation. Make sure every member of the group is accounted for.
9. Ensure that the injured are accompanied to the hospital, preferably by an adult whom they know.
10. Ensure that the rest of the group understands what has happened and is adequately supervised and kept together.
11. Inform the Head of School and Educational Visits Coordinator and pass on all the details, including names of casualties, their injuries, actions taken and names of others involved. If abroad, contact the British Embassy/Consulate, if advisable.
12. Notify insurers, especially if medical assistance is required.
13. Notify tour operator.
14. Ascertain telephone number for future calls.
15. As soon as possible, write down accurately relevant facts and witness details.
16. Preserve any vital evidence.
17. Keep a written account of subsequent events, times and contacts after the incident.
18. Complete accident forms.
19. No one in the group should speak to the media. All media enquiries should be politely

referred to the Head of School.

20. No one in the group should discuss legal liabilities with other parties.
21. As soon as possible, liaise with the school's appointed lead first aider to fulfil the school's legal requirements in relation to reporting accidents (RIDDOR).
22. Refer also to the Critical Incident Policy, which should be included in the documentation taken on the trip or available electronically.

5. After the Visit

After the visit, the group leader must complete a visit evaluation (included as part of the Risk Assessment Form), which is submitted to the Educational Visits Coordinator. The views of other adults accompanying the visit should be taken into account. This should identify any area for improvement, including the guidance on organising trips, and should also highlight the successes of the trip.

The risk assessment for the visit should be reviewed to enable any necessary improvements to be made for future visits. Where relevant, the experience of the trip should be used to improve the school's bank of generic risk assessments.

It is expected that the majority of trips are organised to stimulate and motivate pupils in aspects of the curriculum. Follow-up classwork should therefore be undertaken.

It may also be appropriate to organise an assembly or a meeting for parents after the trip, enabling the pupils to share their experiences and their follow-up work and for photography and video footage to be displayed.