

Fyling Hall School

Educational Visits



Educational visits play a major role in the development of young people. Through the use of visits which can be either curriculum based or social the pupils have opportunities to develop their skills, awareness, confidence and initiative.

This policy covers all occasions when pupils leave the school premises on an organised out-of-school visit. It sets out the procedures required to enable the visits to

keep all parties safe and informed, and sets out the responsibilities of the School staff.

1.1 Equal Opportunities and Inclusion

Our challenge is to make activities available in some form to all who wish to participate, or are required to take part irrespective of any special educational or medical need, disability, ethnic origin, sex or religion.

This must be done whilst maintaining the safety of all those concerned and the integrity of the activity. There may be significant factors to be managed, which over-ride other considerations and communication with parents is essential.

2 Approval Procedure

2.1 Approval for Visit

Proposals for visits should be made to the Headmaster. When deciding if a visit merits approval, the school will consider the following:

2.1.1 Are there clear and justifiable objectives for the visit? What is the value of the event to individuals and groups?

2.1.2 Is the visit leader clearly identified and sufficiently responsible and capable of taking charge of the visit?

2.1.3 Is the proposed date of the event available on the School calendar for the target students?

2.2 Following Approval

Following approval, the Visit Leader will then plan the event using the following procedure and check off each item on the Visit Check List (15.5):

2.2.1 Obtain details of the event and any costs, requirements and restrictions put in place by the provider.

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2.2.2 Obtain a Risk Assessment from the provider, if available. It is preferable that a visit to the site is made if this is the first time that a venue has been used but reliable third party reports may be used if the activity is not hazardous. e.g. visits to museums and theatres.

2.2.3 Prepare a preliminary risk assessment

2.2.4 A check must be made to ensure any provider has public liability insurance of at least £5 million as well as suitable arrangements for participants' welfare.

2.2.5 Check with the bursar that the activity falls within the school's insurance plan and arrange specific cover if necessary. Remember that any costs will need to be included in the cost to parents.

2.2.6 Arrange transport including the costs of any provider.

2.2.7 Work out the budget for the trip and decide on the costs to be borne by the parents.

2.2.8 Inform and seek permission from the parents for the visit specifying the activity, any specific risks and the cost. Specify the timing of the visit and if the trip is likely to finish after the school day agree pickup arrangements with the parents. Remind parents to keep the school informed of any current medical issues.

2.2.9 Consider the pupils and activities and decide on pupil/staff ratio required. This should not exceed 6 for years 1, 2 & 3; 10 for years 4, 5 & 6; and 15 for years 7 onwards.

2.2.10 Appoint sufficient staff to satisfy the pupil/staff ratio agreed. On day trips where more than one member of staff is required it is preferable have male and female staff if the group is mixed. On residential visits this is a requirement regardless of the pupil/staff ratio.

2.2.11 If adults other than members of the school staff are used as supervisors they must have a CRB check.

2.3 Once the final list of pupils is compiled:

2.3.1 Check with the school nurse whether there are any specific medical conditions that you need to be aware of

2.3.2 Inform the kitchen of the numbers of pupils who will be absent from meals and request packed lunches if required.

2.3.3 Prepare the final Risk Assessment.

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2.3.4 Go through the programme and Risk Assessment with the supervising staff and ensure that they are aware of the duties expected of them.

2.3.5 Decide on the level of communication that will be required between staff and pupils on the day. If remote supervision is envisaged then it may be necessary to insist that staff and pupils have mobile phones.

2.4 On the day of the trip:

2.4.1 Post the list of pupils and staff in the staff room.

2.4.2 Collect the first aid kit, unless the minibus one is adequate.

2.4.3 Collect a mobile phone from the office or leave your number with the office.

3 Individual Responsibilities For Visits

3.1 The Headmaster

The Headmaster is responsible for ensuring that the management of visits meets the regulations and conforms to school policies. He has the responsibility to ensure that the Visit Leader has the competence and time to manage the visit and delegates responsibility for the health and safety aspects of the visit to the Health & safety Officer (HSO).

3.2 The Visit Leader

The visit Leader has overall responsibility for the administration and supervision of the visit.

To achieve this, the group leader will:

3.2.1 Identify the clear purpose and objectives of the visit

3.2.2 Complete visit documentation, and obtain approval from the Headmaster for any visit off-site, no matter how short its duration

3.2.3 Have prior knowledge of the venue – the visit leader should normally have made an exploratory pre-visit. For a residential visit it is important that the accommodation is suitable for the envisaged group.

3.2.4 Carry out, and provide a written record of, a comprehensive risk assessment (which may be stored on the computer system)

3.2.5 Ensure that all means of transport have been catered for

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3.2.6 Check that the nature of the activity falls within the scope of the school's insurance; if not, plan as necessary for an appropriate level of insurance cover

3.2.7 Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit

3.2.8 Arrange briefing meetings with parents, as appropriate, for high risk, residential and foreign visits

3.2.9 Liaise with the school nurse to ensure that any specific medical or health issues of pupils or accompanying staff are taken into consideration within the planning and that their needs are catered for

3.2.10 Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for, and to ensure that each pupil knows which adult is responsible for them

3.2.11 Continuously monitor the appropriateness of the activity

3.2.12 Carry out a review of the visit on return, evaluating its success and recording any near-misses or proposed changes for repeat visits in the future – this should be shared with the headmaster

3.3 Visit Supervisors

Visit Supervisors assist the visit leader in all the tasks and activities, they should:

3.3.1 Have prior knowledge of the pupils they will be likely to supervise, including information about special needs and medication.

3.3.2 Have a clear understanding of the nature and purpose of the visit.

3.3.3 Know what is expected about close supervision and remote supervision for which they may need a phone.

3.3.4 Have read the Risk Assessment and be able to respond to any unforeseen hazards.

3.4 The Pupils

School visits are an extension of the curriculum and we expect our pupils to adhere to the principles stated in the Behaviour and Discipline Policy. In particular pupils should:

3.4.1 Know who their supervisor is and how to contact them.

3.4.2 Understand and follow instructions and behaviour rules.

3.4.3 Know who is in their group so that no one is isolated.



3.4.4 Know any designated meeting points.

3.4.5 Know what action to take if they become detached from the group.

It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their parents. Any children 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 pupils should be fulfilled in other ways wherever possible. For residential visits, parents should be told that in the event of a gross breach of the code of conduct, a pupil will be sent home and they would be charged for any additional costs.

4 Staffing Supervision Levels

An appropriate pupil/staff ratio will be observed, and this is determined by the risk assessment carried out by the group leader. In assessing supervision needs, relevant considerations will include:

4.1.1 the age of the pupils and the gender mix of the group

4.1.2 their previous experience away from home or school

4.1.3 their general capabilities, maturity and discipline

4.1.4 their previous experience and training in specific activities included in the visit

4.1.5 the experience of accompanying staff

4.1.6 the location and travel arrangements

4.1.7 if any pupils have been identified with special educational/medical needs

As a general rule the maximum staffing ratios are:

4.1.8 one adult for every six pupils in school years EYFS to three

4.1.9 one adult for every eleven pupils in school years four to six

4.1.10 one adult for every sixteen pupils in school year seven onwards



5 Remote Supervision

Visit leaders and staff are responsible for pupils at all times. Any period of remote supervision must be covered by the drawing of clear boundaries, emergency procedures and how to make contact with staff. Consider giving pupils a card with mobile phone details of staff and the address and contact numbers of the place of residence if an overnight stay is involved. The associated hazards should be considered in the overall risk assessment. On expeditions, pupils should normally be in groups of at least five and briefed on how to respond to an emergency. Parents must be fully briefed on the arrangements for any period of remote supervision.

6 Children with Special Needs

When planning educational activities for pupils with special needs, we need to carry out a specific risk assessment as well as a generic assessment. The purpose of the risk assessment is to identify significant risks that are likely to cause harm to the pupil and identify and prioritise the measures that need to be taken to eliminate or contain the risk. Significant issues for SEN pupils are likely to include the following.

6.1.1 Supervision arrangements. Extra supervision and support may be needed.

6.1.2 Transport issues. The pupils may be transported in the school mini-bus, a coach or public transport. Safe seating and adequate supervision should be arranged and arrangements made to accommodate any needs the pupils may have during the journey.

6.1.3 Access to premises and movement around the premises. Where this involves lifting and manual handling of pupils by staff or others there needs to be an individual moving and handling assessment.

6.1.4 Participation in activities. There needs to be a risk assessment to identify what the safe arrangements are.

6.1.5 Emergency procedures. These should take into account any pupils with SEN.

6.1.6 Administering medical treatment. There should be written details of any medication required by the pupil, instructions on dosage and times and written parental consent.

6.1.7 Any special diet required or any allergies the pupil may have.



7 School Visits Insurance

Most visits are automatically covered under the school's insurance policy. However, visit leaders should check with the Bursar that this is the case.

8 Risk Assessments

Risk assessment and risk management are legal requirements and good practice. Before undertaking any school trip you must carry out a Risk Assessment. You will need to show that you have considered all the elements of the visit and the likely risks, and then taken all reasonable precautions.

Carrying out a risk assessment is a two stage process; an initial assessment should be done early in the process to ensure that parents can be advised and any protective equipment can be provided and a final one when the pupil list is known and all special needs and medical issues are available.

A full risk assessment should be filled out for every visit that is not part of the routine school day. The risk assessment should be completed by the person in charge of the visit, with the help of the HSO if necessary. Where a R A exists for a similar visit it may be used as the basis for the new visit.

The process of risk assessment involves the visit in:

8.1.1 looking at the activities involved.

8.1.2 identifying and assessing the risks

8.1.3 deciding what control measures need to be put in place to eliminate or minimise the risk

8.1.4 recording the findings

9 Outdoor/Adventurous Activities

The rule for all outdoor and adventurous activities is that an experienced and qualified leader must be in charge. If an experienced and qualified leader is not available then the proposed activity can not take place.

Since the Headmaster retains overall responsibility for all the arrangements on behalf of the governing body it is for the Headmaster to decide what qualifications are suitable for a particular activity. Specific skill training is

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important as is experience of managing groups in an outdoor or residential context.

When using outside providers the visit leader should obtain in writing the occasions in which the centre's staff will hold responsibility. At all times the pupils must be aware of who is in charge. Parental consent forms are an integral part of the organisation of a visit and for residential visits parents should be informed of the details and especially the emergency procedures. A parents briefing is strongly recommended.

9.1 Qualified Leaders

Adventure activities are categorised according to potential risk:

Category A: these are activities that present no special risks. Examples are walking in parks or non-remote country paths. The school follows its standard procedures for out-of-school visits.

Category B: these activities are particular risks. Examples include walking in open country and camping and for these activities, the leader should be designated as a competent person.

Category C: these include activities covered by the Adventure Activities Licensing Regulations (e.g. hill and moor land walking, climbing, and swimming in the sea or inland waters). For these activities the leader should have relevant experience, completed a recognised course of training and been assessed as competent to lead.

It is important to take into account environmental factors such as weather conditions and terrain, in deciding in which category an activity should be placed.

9.2 Assessing Leaders

Leaders of category A activities, no special skills required.

Leaders of category B activities should be assessed by a competent leader, usually a category C leader at least.

Leaders of category C activities should have passed a course of assessment by the national governing body for the activity concerned.

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In completing the risk assessment for category A, B and C activities the following points should be taken into consideration (the list is not exhaustive):

- 9.2.1 the activity/activities and how well these are matched to the group
- 9.2.2 the venue
- 9.2.3 the quality and suitability of any facilities and equipment
- 9.2.4 travel arrangements
- 9.2.5 the experience and qualifications of supervisory staff, including any centre staff
- 9.2.6 staff/pupil ratio
- 9.2.7 the group members age, competence, fitness and temperament as well as any special educational or medical needs
- 9.2.8 seasonal and environmental conditions, including the weather
- 9.2.9 communications
- 9.2.10 that the activities to be undertaken are covered by the schools insurance or the school is indemnified by an outside supply of services.
- 9.2.11 emergency procedures

For Category C activities where a provider is the qualified person, they will carry out the risk assessment. The visit leader should check this and carry out a R A for those parts of the itinerary not covered by the provider.

This should not be seen as the end of the process, a continual dynamic assessment of risk should be carried out throughout the duration of the visit.

10 First Aid

The provision of a first-aider does not prevent accidents, but it is an important part of the control measures that follow risk assessment. The School provides adequate and appropriate equipment, facilities and personnel at its locations to enable employees, pupils and visitors to be given first aid.

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Decisions about the deployment of first aiders on visits are based on risk assessments, which consider:

10.1.1 the hazards in any environment and the risks they present.

10.1.2 any generic policies in place.

10.1.3 the group and its specific needs (including special educational and medical)

10.1.4 the leaders and activities to be undertaken

10.1.5 the transport arrangements

10.1.6 the remoteness of any location and the ability to summon support

10.1.7 what first aid qualifications and experience are available at the visits providers locations/centres

10.1.8 the history of any incidents or accidents in similar contexts

11 Recording and Reporting Incidents and Accidents

Accidents to children, leaders and volunteers will be recorded or reported in accordance with the established procedures. All accidents and emergencies will be recorded, no matter how minor. In the case of a serious injury, the parents and the Headmaster will be informed as soon as possible.

12 Tour Companies and External Providers

Only licensed providers (e.g. Adventurous Activities Licensing Authority AALA) may be used. It is also advisable to obtain recommendations from other schools that have used the provider if the company is otherwise unknown to you.

13 Passports, Visas and EHIC

Group leaders should make copies of all passports, visas and EHIC and retain a copy throughout the visit. A second copy should be lodged at school. For visits in Europe all pupils should have an EHIC (the successor to the E111).



14 Transport

Transport arrangements are an essential part of school visits. The school's own minibuses and list of approved coach companies provide most of the local off-site road transport services. Where off-site visits and ventures involve long distance travel by road, it may be necessary for the group leader to contact other coach companies or other travel providers. Pupils are required to wear safety belts in all vehicles. It is the group leader and the staff's responsibility for ensuring that this requirement is enforced on all journeys. For travel by train and underground, particular care needs to be given to the risks of some pupils being separated from the rest of the group and this must be set out in the risk assessment. When travelling abroad, pupils need to be briefed on matters such as securing passports and visas, baggage security and airport security checks.

14.1 The Use of Private Cars

Private cars may only be used to carry pupils if staff have sufficient cover on their insurance policies.

15 Residential Visits

On arrival, fire exits and emergency evacuation procedures should be checked by the group leader. The group should then be given a fire briefing/drill. Pupils should know where staff rooms are allocated and these should be in the vicinity of pupil accommodation. Group accommodation should be located in one area if at all possible and all staff should have a pupil room list. As far as is reasonably possible, ground floor accommodation should be avoided for female pupils.

Roll Calls will be held every morning and last thing at night and at other times as necessary. Always have a roll call when using transport, before setting off.

The visit leader should have the home contact details for all the pupils.

Extra consideration should be given to the pupil/staff ratio to enable staff to have some non-contact time.

15.1 Pupil Responsibilities

Pupils must be informed that they are not permitted to bring or purchase the following items: alcohol, cigarettes, matches, lighters, fireworks, solvents, pornography, knives and offensive weapons.

Pupils under the age of 16 are not allowed to consume alcohol.

15.1.1 Pupils over the age of sixteen may consume alcohol if:



15.1.2 It is with an evening meal

15.1.3 It is in the presence of supervising staff

15.1.4 No more than three units in total are consumed of wine, beer or cider

15.2 Safety and Emergency Procedures

Visit leaders have an implicit 'duty of care' and must take prudent and reasonable steps to ensure the safety and welfare of all those involved. Whilst a visit is in progress, the headmaster acts as the emergency school contact. Any major incident will immediately be related to him especially if injury is involved. The group leader will take contact details of all parents in addition to the contact number of the headmaster and the School Office on all residential visits. Each group leader will ensure that at the very least a mobile is taken and that the Headmaster has this number.

If an emergency or accident should occur during a visit, the procedure is to:

15.2.1 Establish the nature of the emergency

15.2.2 Identify any casualties and seek immediate help for them

15.2.3 Notify the police or emergency services as necessary

15.2.4 Ensure the rest of the group is safe and cared for

15.2.5 Alert other groups on the visit (if groups are separated)

15.2.6 Inform the school of the emergency with as much information as possible

15.2.7 Discourage pupils from using media to contact others making it clear that it is the school's responsibility to inform the appropriate people

15.2.8 Do not talk to the press, refer all requests to the school

If you are the sole leader on a visit you should keep the group with you and if you have to accompany an injured person to a hospital take the group with you. The school will make arrangements to get help to you.

15.3 Overseas Visits

Taking a group of pupils abroad can present further difficulties to those for visits solely in the United Kingdom. Extra consideration needs to be given to issues of supervision, how the pupils will communicate in the event of difficulties and the

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level of insurance cover required. Overseas visits should be fully discussed with the Headmaster before a commitment is given to run a visit.

15.4 Exchange Visits

A protocol with the host school should be drawn up to ensure that an agreed health and safety policy is adhered to by host families. All families involved should be aware of the content of the protocol.

15.5 Visit Checklist

The Visit Checklist is the control document for all visits. It should be signed by the Headmaster, member of the executive committee or the safety officer once approval is granted for the visit and the actions checked off as the organising progresses.

It can be found at /teachers/Risk Assessments/!Blank forms

16 Evaluation

The group leader evaluates all visits and a short evaluation report is given to the Headmaster. Where additional costs have been incurred unexpectedly, a full financial report should be given to the Bursar upon return. You are also invited to share details of your visit and photographs via the website.

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