



THE GRAMMAR SCHOOL  
**HIPPERHOLME**  
Established 1648

# **POLICY FOR EDUCATIONAL VISITS**



## POLICY FOR EDUCATIONAL VISITS

### PRINCIPLES

Hipperholme Grammar School Foundation is committed to incorporating educational visits and visitors (see policy on Clubs/Visitors) into its schemes of work, providing that they will enhance pupils' relevant understanding and experiences, and that their inclusion is practicable, considering the constraints of staffing, cost and time. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence.

All staff in The Foundation have the option to take part in visits. If for any reason they do not wish to participate they should be prepared to cover for others.

Educational visits should be available to all of the pupils concerned and should be organised accordingly, with particular consideration being given, especially when selecting venues and organising transport, to any pupils who have some sensory impairment or physical handicap. Just as all other elements in course programmes, educational visits should have clear, relevant and achievable aims and objectives.

A major consideration in the organisation of any visit must be the safety of the participants. The minimum adult-to-pupil ratios specified in this policy are dependent on the nature of the visit and the age of the pupils. The organiser must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable. **It is important to emphasise that educational visits are organised school activities and, as such, normal expectations about staff and pupil behaviour and conduct apply.**

### AIMS AND OBJECTIVES

- We believe that off-site visits provide a valuable opportunity, away from the formality of the classroom, to enhance the curricular, social and personal experiences of all our pupils.
- We will endeavour to support and encourage a wide range of off-site opportunities for our pupils.
- The School recognises its responsibility to ensure that all off-site visits are organised and conducted in a manner that fulfils the school's responsibilities under current legislation.
- The School recognises that no amount of planning can guarantee that a visit will be incident free; but we aim to ensure that, as far as is practicable, every off-site visit will be organised, managed and conducted in a manner that ensures the safety and enjoyment of both pupils and staff.

- We aim to ensure that this is achieved through the adoption of clear planning, management and safety procedures that will reduce any inherent risks to the absolute minimum.
- These procedures will apply to all educational visits.
- The School will provide detailed written guidance that is available to all staff engaged, or considering the planning, organisation, leadership or supervision of an off-site visit.
- The procedures and guidelines that accompany this policy document aim to provide all the necessary information for the procedures, planning and administrative requirements of an off-site visit that is conducted safely.
- The School will ensure that additional training for staff is provided when it is deemed to be necessary.
- The School will conduct an annual revision of the “Policy, Procedures and Guidance Document” and will ensure that any revision of this document will take careful account of:
  - a. Recent amendments to Government legislation.
  - b. Recent amendments to the guidelines published by the DCSF.  
(Ref: Health and Safety of Pupils on Educational Visits.  
[HASPEV – DfES – 1998])

***Guidelines for the conduct of educational visits were produced by the DfES in 2002 and later confirmed after consultation in 2003. This Policy are intended to be a supplement, based on advice and good practice, on the 1998 DfES document.***

The main recommendation of the supplementary guidelines was that every school should appoint an Educational Visits Co-ordinator, ideally a member of the Senior Management Team, to oversee the safe conduct of all visits. This has now become mandatory. The Headmaster or Head of The Juniors will always remain ultimately responsible for the safe conduct of all visits but it is expected that many of their responsibilities will be delegated to the EVC. The EVC will have access to whatever training is deemed necessary and has sufficient time to fulfil their necessary responsibilities.

**The EVC for The Senior School is Mr. Richard Griffiths and for The Junior School it is Mrs Louise Reynolds.**

## **GAINING PERMISSION FOR A VISIT**

At the earliest opportunity, staff should seek permission from the Headmaster or the Head of Juniors for the visit.

**At The Junior School,** staff should discuss the proposed visit with the Head of Juniors who will decide whether the visit can proceed and a formal application can be submitted.

**For The Grammar School,** the number of visits during the school year requires a process which allows all staff to consider the impact of a visit on their teaching. Therefore the following process will be followed:

- A proposal for a visit is submitted to the Headmaster, with as much information as possible, in particular the day(s ) of the week on which the proposed trip will be taking place.
- The Headmaster will circulate all staff by email with details of the proposed trip and request responses
- The Headmaster will reach a decision about the proposed trip and will communicate this to the member of staff
- If permission is granted for the visit to be considered, the teacher will complete the Application for Visits Form (see Appendix 1) and submit the Form to the Deputy Headteacher and EVC.

### **Exploratory/Preliminary Visits**

All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning.

Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit;
- can be assessed for risk;
- can cater for the individual needs of the group;
- can direct the visit's itinerary to make the best use of the venue's educational potential.

Exploratory visits contribute to overall planning by ensuring that the Group Leader:

- is familiar with the geographical, logistical and social aspects of the venue;
- has obtained names and addresses of other schools who have used the venue;
- has met staff at the venue and has obtained advice from them.

If the venue for the visit is not familiar to an instructor or prospective group leader then an exploratory visit must be undertaken if:

- i. the visit is abroad or;
- ii. the visit involves a residential element or;
- iii. the visit involves outdoor activities, e.g. caving, climbing, hill walking, trekking or watersports.

Many visits are straight forward repeats of a previously successful visit but with a different group of pupils. However many factors at the venue can alter during the course of the year, e.g. museum displays may change, pollution may appear on a shoreline and the weather is likely to be totally different from a previous year. For these reasons it is still good practice to conduct an exploratory visit in order that planning and risk assessment are effective.

## **ROLES AND RESPONSIBILITIES**

### **Educational Visits Coordinator**

1. Ensure that all educational visits meet the school's requirements including those of risk assessment.
2. Support the Head and governors in their task of assessing visits for approval.
3. Ensure that competent people lead and supervise a visit.
4. Assess the competence of leaders and supervisors for a visit.
5. Organise the training of leaders and other adults on a visit.
6. Ensure adequate first aid provision on the visit.
7. Make sure that Criminal Records Bureau disclosures are in place for any accompanying adult on a trip.
8. Work with the group leader to ensure that full information is given to parents beforehand so that parents can consent on an informed basis.
9. Organise the emergency arrangements and emergency contact for each visit.
10. Support the group leader in the completion of risk assessment documentation.
11. Ensure that all written documentation is completed and filed.
12. Ensure that the emergency contact has access to the authority that can make significant decisions.
13. Ensure accidents and incidents are fully reported and recorded.

### **The Group Leader**

One teacher should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader must have received prior approval from the Headmaster or Head of The Junior School.

The group leader must:

1. Follow the governing body's regulations, guidelines and policies.
2. Appoint a deputy, define each supervisor's role and ensure that all essential tasks have been assigned.
3. Be able to control and lead pupils of the relevant age range.
4. Be competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place.
5. Be aware of child protection issues.
6. Ensure that adequate first aid provision is in place.

7. Undertake and complete the planning and preparation of the visit including the briefing of pupils and their parents.
8. Ensure supervision is adequate and that accompanying staff will be fully briefed.
9. Consider stopping the visit or activity if the risk to the health and safety of pupils is unacceptable; and have procedures in place for such an eventuality.
10. Ensure documentation is complete and that emergency procedures are in place.
11. Ensure that all staff will be provided with a full list of all the members of the group.
12. Ensure that all staff will be fully aware of pupil's special or medical needs.

### **Accompanying Teachers**

1. Teachers 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.
2. They should follow the instructions of the group leader and help with control and discipline.
3. They should consider stopping the visit or the activity, notifying the group leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable.

### **Parent & Other Helpers**

1. Parents may be used as a supplement to the staff and will not be taken into account in the calculation of the minimum number of staff required to supervise the group.
2. They will follow the instructions of the group leader.
3. They will not be left in sole charge of the pupils except where it has been previously agreed as part of risk assessment and where they have been CRB checked in accordance with the school's safeguarding policy.
4. Parents or other responsible adults will only be allowed to accompany an overnight stay if CRB checks have been made. They should notify the group leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable.

### **Responsibilities of Pupils**

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

1. not take unnecessary risks;
2. follow the instructions of the leader and other supervisors including those at the venue of the visit;
3. dress and behave sensibly and responsibly;
4. if abroad be sensitive to local codes and customs;
5. look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it;

### **RISK ASSESSMENTS**

The Group Leader will prepare detailed written risk assessments for all aspects of trips and activities out of school. The risk assessments will be approved prior to the activity by

the Headmaster Dr. Scarth or the Head of Juniors, Mrs. Reynolds. Sufficient time will be allocated to the preparation and planning of a visit to ensure its success and safety. For residential trips, and where applicable day trips, a pre-visit will normally be undertaken to enable the party leader to identify any potential hazards.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them.

1. Pupils must not be placed in situations which expose them to an unacceptable level of risk.
2. Safety must always be the prime consideration.
3. If the risks cannot be contained then the visit must not take place.
4. If a tour operator is being used then the group leader documentary assurance that the operator has assessed risks and has safety measures in place.
5. The risk assessment should be based on the following considerations:
  - what are the hazards?
  - who might be affected by them?
  - what safety measures will 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 the full range of considerations read HASPEV sections 35-67.

The person carrying out the risk assessment should record it and give copies to all teachers/ supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. The Headmaster or Head of Juniors should also be given a copy so that approval, as necessary, can be given with a clear understanding that effective planning has taken place. After the trip has taken place it is good practice to evaluate it particularly if it is regularly held.

## **STAFF/ PUPIL RATIOS AND SUPERVISION**

The Headmaster/ Head of Juniors will be responsible for ensuring that a group is adequately staffed and will, on advice from the Group Leader with regard to the specific factors affecting the trip, take a variety of points into consideration when calculating the appropriate staff/pupil ratio.

There should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. Some non-residential visits with mixed groups will need a teacher from each sex. Wherever possible, all members of staff accompanying the visit should be qualified teachers employed by the school.

Where the aim of visits for older pupils is to encourage independence and investigative skills, some of the time on visits such as trips abroad and fieldwork may be unsupervised. The group leader should establish during the planning stage of the visit whether the pupils are competent in remote supervision and should ensure parents have agreed this

part of the visit. The group leader remains responsible for pupils even when not in direct contact with them.

### **Day Visits (non-residential)**

As a guideline under most circumstances the following ratios should apply:

- 1 adult for every 6 pupils in school years 1 to 3 (under 5s reception classes should have a higher ratio)
- 1 adult for every 10-15 pupils in school years 4 to 6
- 1 adult for every 15-20 pupils in school year 7 onwards

### **Residential Visits and All Visits Abroad**

The minimum Staff:Pupil ratio will be 1 adult for every 10 pupils

## **COMMUNICATION WITH PARENTS AND THE PREPARATION OF PUPILS PRIOR TO TRIPS AND VISITS**

The parents or guardians must be fully informed about the visit in a letter from the organising teacher, which should explain:

- its nature and purpose (to include aims and objectives);
- outline the programme/itinerary making reference to issues such as working near rivers or roads;
- how and when pupils will be supervised - making special reference to any work not directly supervised.

An example of a complete letter to parents/guardians is included in **Appendix 2**.

Where appropriate (particularly in the case of any trip to last longer than one day) parents/guardians and children will be invited to the school to discuss details with the trip organisers. Care will be taken to ensure that those accompanying the trip are fully informed about the special or medical needs of any pupils participating. Consent forms for emergency medical treatment and emergency contact numbers will be provided. Parents/guardians will always be given the code of conduct and details relating to standards of behaviour expected from children during the visit. Parents should also receive information relating to the planned visit that affects the health and safety of their children (for further guidance see HASPEV section 111).

Parents/ guardians should also be advised that the Headmaster/ Head of Juniors reserve the right to exclude a pupil from a visit on behavioural or medical grounds. In the event of a pupil's poor behaviour necessitating their early return from the visit, parents will have been informed in advance if they will be required to fund the early return. Trip organisers will ensure that all pupils involved in the excursion have been properly prepared and briefed. This briefing should include:

- the aims and objectives of the visit/activity;

- the background information about the place to be visited;
- basic foreign words where appropriate relevant 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 pupils;
- who is responsible for the group, this may be someone other than the group leader if the visit involves multiple activities
- what not to bring back either within the UK or from abroad;
- what to do if approached by anyone from outside the group;
- rendezvous procedures; what to do if separated from the group and emergency procedures;

In the event that the visit involves **remote supervision** the briefing will also contain the following:

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

## **CONSENT/INDEMNITY FORMS**

A pupil will not be allowed to participate in a school visit unless an appropriate consent/indemnity form has been signed by their parent/guardian and returned to school. This consent form should be used to ensure that relevant and up-to-date medical information is provided where appropriate.

This form also gives permission for emergency medical treatment if the parents/guardians cannot be contacted. The form of consent/indemnity will be required for all trips/visits involving an overnight stay. For children involved in School matches and rehearsals for music or drama out of school, parents will be advised of the programme as soon as is possible and their agreement in writing obtained at that time.

## **INSURANCE**

Comprehensive insurance cover is arranged by the School for all trips and outings, covering all students and staff at home and abroad. In the case of overseas trips the school will require information about any specific medical conditions that students have. Full details of insurance cover are available from the Bursar.

## **TRAVEL GUIDELINES**

All buses and coaches are booked through the Bursar's office and every effort is made to ensure reputable and licensed operators are used. In advance of a trip, pupils will be given clear safety instructions based upon the risks associated with the particular type of travel. When travelling by coach, seat belts must be worn. A member of staff will stay at the end of the trip until all pupils have been collected. In the case of long journeys, pupils will be given the opportunity to exercise after reasonable intervals.

## **USE OF PRIVATE CARS FOR CONVEYING CHILDREN**

Where possible, children will be transported in a coach, minibus or by public transport. However on occasions the use of private cars may be appropriate and so the school has taken out insurance which covers staff conveying children in private cars for approved school purposes, our insurance here requires that staff notify the bursar in advance of their intention to use their own vehicle.

## **TYPES OF VISIT**

### **Adventures or Unusual Activities**

Where activities include an element of additional risk it is important that those taking the activities are appropriately qualified and competent and that all equipment used is to the appropriate safety standards and properly maintained. These activities will be undertaken at a licensed, specialist centre where appropriate and properly maintained equipment and qualified and competent staff are available. Parents/guardians will be informed in writing of any activities involving additional risk, and these will be specifically mentioned when applying for travel insurance e.g. caving, mountain walking, rock climbing or water sports. The Headmaster / Head of Juniors, via the organiser of the trip, will always obtain written evidence that all instructors and supervisors are formally qualified and experienced. If an Activity Centre or similar is used The Headmaster/ Head of Juniors, via the organiser of the trip, will obtain a copy of the Centre's licence or if no licensable activities are offered, the Centre's Health & Safety Policy and assess its suitability. A reference to the licence and qualifications at the Centre will be made in the letter to parents.

### **Coastal visits**

There are dangers on the coast quite apart from those incurred in swimming. The group leader should consult the local coastguard, harbour master, lifeguard or tourist information office on potential hazards and should bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- ensure group members are aware of warning signs and flags;

- establish a base to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe or legal for pupils to ride mountain bikes on coastal paths.

### **Swimming in the sea or other natural waters**

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group, many children who drown are strong swimmers. They should only be allowed as formal and supervised activities, preferably in recognised bathing areas which have official surveillance i.e. qualified lifeguard cover.

The group leader should ensure that:

- pupils are always in sight of their supervisors. One supervisor should always stay out of the water for better surveillance;
- A designated teacher in the group, holds a relevant life saving award, especially where lifeguard cover may not be available;
- An appropriate safe supervision level for the group;
- They know the level of swimming ability across the group;
- They are aware of the local conditions;
- They designate a safe area of water for use by the group;
- They are aware of the dangerous effects of sudden immersion in cold water;
- They are aware of the dangers of paddling especially for young pupils;
- That pupils have not eaten (at least half an hour) before swimming;
- The activity is suitable for the pupils, especially any with disabilities;
- They explain the signals of distress and recall;

### **Residential visits**

Issues for the group leader to consider include the following:

- 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;
- there must be at least one teacher from each sex for mixed groups;
- there must be separate male and female sleeping/bathroom facilities;
- 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 lay-out of the accommodation, its fire precautions, exits, regulations and routine, and everyone can identify key personnel;

- security arrangements - where the reception is not staffed 24 hours a day, arrangements should be in force to stop unauthorised visitors;
- the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people.
- 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;
- there should be adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables;
- there should be adequate lighting ;
- 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;
- the hotel/hostel should be able to meet any particular cultural or religious needs of the group;
- there should be an appropriate number of group supervisors on standby duty during the night.
- before booking a hostel/hotel abroad, the group leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

## Visits Abroad

Factors to consider when travelling abroad include:

- the need to be aware that different legislation and regulations may apply for drivers' hours and recordkeeping purposes, particularly in non-EU countries;
- EU drivers' hours and tachograph regulations normally apply to any vehicle with 9 or more passenger seats on journeys through EU countries and some countries outside the EU.
- In other countries, drivers must observe the domestic rules of the countries being visited, Advice on domestic rules may be obtained from the relevant embassies. See also *Taking a Minibus Abroad* (DETR);
- special documentation is required for minibuses taken abroad;
- all group members should be aware of unfamiliar right-hand drive traffic. The passenger doors on UK minibuses and coaches may not open on the kerb side in countries where travel is on the right hand side of the road. Extra care will be necessary when the group is climbing in and out of the vehicle. Detours may be necessary to ensure safety;
- carrying capacity and loading requirements; DETR can provide information on legal requirements for travel abroad.
- before using a tour operator group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment.

- Group leaders may wish to use a package organiser based abroad in an EEA state. If so, they should check that it satisfies the requirements of the national legislation implementing the Directive. Details may be available from national tourist offices or embassies/consulates.
- It is good practice that an exploratory visit to the location should always be made. If this is not possible, the Group leaders should seek information and advice before planning a visit abroad, The Department of Trade and Industry, The Schools and Group Travel Association (SAGTA), The Foreign and Commonwealth Office's (FCO) Travel Advice Unit and The School Journey Association all offer relevant advice.
- a minimum ratio of 1 adult to 10 pupils is a general rule of thumb but at least two of the adults should normally be teachers. There should be enough adults in the group to cover an emergency. Mixed gender groups should have at least one male teacher and one female teacher.
- It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas.
- The group leader should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination. The Department of Health gives advice on vaccination requirements in their publication, *Health Advice to Travellers Anywhere in the World*
- The group leader must ensure that the group has comprehensive travel insurance.
- The group leader needs to check relevant legislation, particularly on health and safety.
- One of the adults with the group should be able to speak and read the language of the visited country. If not, it is strongly recommended that the leader or another adult learns enough of the language to hold a basic conversation and knows what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit.
- The group 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.
- Photocopies 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.
- If the group includes pupils whose national or immigration status or entitlement to a British passport is in doubt, it is advisable to 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.
- Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a school group. Details and forms are available from the Central Bureau for Educational Visits and Exchanges.
- 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.

- 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 teacher should seek advice from the court in relation to school journeys and activities abroad well in advance.
- All pupils should have form E111 from DSS, this is the certificate of entitlement to free or reduced cost treatment and must be completed by the child's parent. It is available from Post Offices.
- 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.
- The group leader should ensure that they obtain and take with them: travel tickets, passports and visas, list of the numbers of any travel documents/ passports, photocopies of all the group's documents, a copy of the contract and contact details of the centre/hotel, form E111s and significant medical histories, parental consent forms including permission for group leader to authorise emergency treatment on parental behalf, the contact details of the head teacher, school contact and parents, a list of group members, details of insurance arrangements, location of local hospital/medical services.
- The group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number. If the pupils are sufficiently mature it may be appropriate to ensure that they also have this information to hand.
- Group 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 group leader should take this into account at the planning stage and take measures to prevent these risks.
- 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 group leader should resist any attempt by the airline to split the group between different aircraft.

### **Preparing Pupils for Visits Abroad**

Factors to consider for visits abroad include:

- language - particularly common phrases;
- culture - rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc;
- food and drink - group members should be warned of the dangers of drinking tap water in certain countries. 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, underdone meat or fish;
- money - carrying money and valuables discreetly eg money belts, travellers cheques;
- how to use phones abroad, and the code for phoning home;

- what to do in an emergency;
- It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation/ meeting point, or to take them to the police station. They should also carry the group leader's name and the duty contact's phone number.
- All group members should carry an appropriate amount of foreign currency at all times eg money for telephone (or a phone card).
- It is important to be able to identify group members readily eg uniform, brightly coloured backpack, cap or item of clothing, badges. However, no student should display their name clearly on their clothing.

### **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.

### **Exchange Visits**

The success of an exchange visit largely depends on good relationships and communications with the partner school. Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. Host families will not be subject to English law. Pupils must be aware of the ground rules agreed between the group leader and the host family.

The following should be ensured by the group leader:

- that they are clear about procedures in the relevant country for vetting the suitability of host families including criminal background checks insofar as these are available;
- That If the host school does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of exchange or home stay pupils, the group leader should seek further assurances and/or reconsider whether the visit should take place;
- a good personal knowledge of the host school and counterpart;
- satisfactory 'pairing' arrangements. The partner school should tell the host families of any special, medical or dietary needs of their guests, age and gender; matches should be appropriate;

- parents, pupils and the host school should be clear about the arrangements for collecting and distributing pupils to families, and for transporting pupils throughout the visit;
- the head teacher should retain a list of all the children involved and their family names and addresses;
- pupils living with host families should have easy access to their teachers, usually by telephone;
- parents should be made aware that their children living with host families will not always be under direct teacher-supervision.

## **FIRST AID**

The trip leader should have basic first aid knowledge. Ideally, there should be a qualified first-aider in every group involving travel, but if this is not possible, an appropriate first aid kit should be readily available for use at all times.

## **EMERGENCY ACTION**

In the event of an emergency occurring during a school visit the following factors need to be considered as appropriate to the situation:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get them immediate medical attention;
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;  
ensure that a teacher or CRB checked adult accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- notify the British Embassy/Consulate if an emergency occurs abroad;
- inform the school contact.
- Collect details of the incident to pass on to the school include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the provider/tour operator (this may be done by the school contact);
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- complete an accident report form as soon as possible. Contact HSE if appropriate;

- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families.
- no-one in the group should discuss legal liability with other parties.

## **EMERGENCY PROCEDURES FRAMEWORK FOR DAY TRIPS**

A copy of the risk assessment, including pupil details and group leader contact details will be held in the relevant School Office which will act as a contact point. The group leader will be contactable through the Office.

## **RESIDENTIAL AND TRIPS ABROAD**

Every group will have a named contact in the UK, and this will normally be The Headmaster/ Head of Juniors with a reserve contact notified to parents. The School Office and the Bursar's Office should also have a number where the party can be reached while away from home.

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