

Educational Visits & Offsite Activities Policy

Embleton View

Learning Outside the Classroom Educational Visits and Off-Site Activities Policy

At Embleton View, we offer our students a broad and balanced curriculum that promotes their spiritual, moral, cultural, intellectual and physical development, and prepares them for the opportunities and experiences of adult life. We seek to deliver an appropriate curriculum to all students, regardless of social background, race, gender or differences in ability. All students are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our students, we also offer a range of educational visits and other activities that add to what they learn in our school.

All visits have clear, relevant and achievable aims and objectives, supporting our practices and policies, and allowing our students and staff to interact less formally than usual, thus improving child/staff relationships. In order to promote safe practice, the school monitors, and where necessary challenges, the educational objectives that have been stated for a visit. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved.

The National Guidance (NG) document “**Basic Essentials MUST Read - Status and Remit**” clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base
- direct supervision of young people undertaking experiences that fall within the remit of Educational visits and Learning Outside the Classroom;
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods. For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the guidance document: “**Underpinning Legal Framework**”

The purpose of this policy is to ensure that trips are planned in an organised and responsible fashion, and that the health, safety, and welfare of students and staff are maintained. We ensure that our school fulfils its responsibilities for visits, including:

- students’ behaviour
- plans visits to include risk assessments and first aid;
- ensures appropriate supervision including ratios and vetting checks;
- prepares students for visits including those with special and medical needs;
- communicates with parents;
- plans transport;

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- has insurance in place;
- makes appropriate arrangements for the range and types of visit;
- has emergency procedures, including contact details and permission for emergency medical treatment if a parent cannot be contacted.

The school ensures that it follows both DfE and Health and Safety at Work guidance and regulations (including those issued by the LA and the Headteacher of the School) concerning activities that take place off school premises.

Equal Opportunities and Inclusion

We are an inclusive school. The challenge is to make activities available and accessible to all who wish to participate or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. The school recognises that there are significant factors to be managed which may override other considerations. Our risk assessments are within the context of the school's Single Equality Policy.

Special Educational Needs, Disability and Learning Outside the Classroom

All students who access Embleton View have an EHCP due to additional learning needs. Where students are identified as having particular special needs this is reflected in a higher staffing ratio, which is never less than that which applies in the school and in most cases is higher in accordance with each student's EHCP. Our Accessibility Plan takes into consideration the environment, the curriculum and the provision of information.

We do not discriminate against a disabled student either intentionally or unintentionally where such discrimination can be prevented by taking "*reasonable measures*". All of our students are included in off-campus visits. Where their inclusion appears to require special adjustments, a risk assessment is undertaken. This is in two parts: firstly in terms of a whole visit or activity and then secondly in relation to the inclusion of the individual student. The risk assessment includes details of any special aids and equipment that the student may need and, in particular, details of any such items to be brought from home or obtained prior to the visit. This will usually entail discussion with the student, parents, Group Leader and other supervisors, the manager of the venue to be visited, the tour operator etc. Where a child has a EHCP which requires support in school for access to the curriculum, this is taken into account.

Where appropriate, Embleton View ensures:

- one to one supervision whilst being appropriate in the classroom or during less complex activities outside the classroom, may not be enough during activities that are more complex;
- two to one supervision may be advisable when, for example, a participant has a history of wandering or otherwise leaving the area of supervision;
- the adult assigned to the supervision or care of one particular participant should not be included in the ratio for the group as a whole.

The decision on the ratio and additional requirements to meet the need of the child, will involve discussion with others including the students, parents, Headteacher, other supervisors, the manager of the venue to be visited and the tour operator. Refer to NG document: "***Inclusion***"

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Responsibilities and the Health and Safety at Work Legislation

Legislation is enforced by the Health and Safety Executive, which has set out to clarify the position in its Health and Safety: Responsibilities and Powers (2001) document. Overall responsibility is with the Board of Directors in liaison with the Health and Safety Committee to ensure the health and safety of:

- Learning & Development Coordinators, non-teaching staff and other leaders;
- students and young people, both in their establishments and when undertaking off-site visits and ventures;
- visitors to the educational establishments and volunteers involved in approved activity.

Mobile Phones and Cameras

Cameras, or school mobile phones with cameras, are provided by the school for educational purposes. All staff carry mobile phones during offsite activities and visits.

Recognising the benefit of learning away from the school

'Well-managed school trips and outdoor activities are great for students. Students won't learn about risk if they're wrapped up in cotton wool.'

In striking the right balance between protecting students from risk and allowing them to learn from educational visits we:

- provide learning opportunities for all our students;
- focus on real risks when planning educational visits and manage these risks during the off-site activities;
- ensure those running the activity understand their roles, are supported and are competent to lead or take part in them.

What our staff should expect from our school

'School staff should expect their schools to have procedures that encourage participation, are proportionate to the level of risk and avoid bureaucracy.'

Our school ensures that the precautions proposed are proportionate to the risks involved, and that our paperwork is easy to use. We also take account of assessments and procedures of any other organisations involved, and ensure that communications with others are clear. Our arrangements also ensure that;

- risk assessment focuses attentions on real risks – not risks that are trivial and fanciful;
- proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (Such as those involving climbing, caving or water-based activities) are properly planned and assessed;
- those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more;
- Staff are given the training the need to keep themselves and students safe and manage the risks effectively.

What our school, students and parents should expect from the staff

'Those running school trips need to focus on the risks and the benefits to people – not the paperwork.'

Our Group Leaders running school trips should clearly communicate information about the planned activities to colleagues and students (and parents where appropriate).

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This should explain what the precautions are and why they are necessary. Those running school trips act responsibly by:

- putting sensible precautions in place, and making sure these work in practice;
- knowing when and how to apply contingency plans where they are necessary;
- heeding advice and warnings from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities).

What does assessing managing risks mean?

Health and safety law often refers to risk assessment and risk management. These are terms used to describe the process of thinking about the risks of any activities and taking steps to counter them. A written assessment is not required for every activity. Our Learning & Development Coordinators should assume they only need to carry out a written risk assessment in exceptional circumstances. An overarching risk assessment is completed which includes risk assessment for low risk educational visits. Acknowledgement that this risk assessment has been referred to for every trip is reflected in the trip approval form completed before every visit.

Some activities, especially those happening away from school such as mountaineering, canoeing sailing, involve higher levels of risk. In these cases, an assessment of significant risks should be carried out. Visits in these cases are subject to the outdoor education policies and are completed by the Outdoor Education Coordinator. Trip approval forms that include outdoor education based activities are first submitted to the Outdoor Education Coordinator, before then being signed off by SMT.

Our school will always take a commonsense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help students to undertake activities safely, not to prevent activities from taking place. We cannot remove risk altogether and we do not require needless or unhelpful paperwork.

Risk Assessments

Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit should include details of contingency measures. The Group Leader in consultation with the Headteacher and POL, or Outdoor Education Coordinator assesses potential risks of a proposed visit, and concludes the necessary safety measures which need to be put in place to minimise these risks. Risk assessment/s will be drawn up before the activity, if relevant adapted from a generic model, agreed with the Headteacher and signed off by the Headteacher and copies given to all staff involved.

Risk assessment for educational visits can be usefully considered as having three levels:

- **Overarching Activity Risk Assessment** – This is the generic risk assessment that covers all regular low risk activities. Staff to read and sign this before engaging in activities.
- **Outdoor Education specific risk assessments** which will differ from place to place and group to group and for medium to higher risk activities. These are completed on an individual basis and for each instance of the activity; and

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- **Ongoing risk assessments** that take account of, for example, illness of staff or students, changes of weather, availability of preferred activity.

The risk assessment should take into account the type of visit, location, means of transport, number of students, staff ratios required, competence and first aid experience of participating staff, required level of first aid equipment, age of students, possible weather conditions, participation of students with particular medical requirements, emergency procedures in the case of a child requiring medical treatment, insurance for the visit, appropriateness, insurance cover of any external providers and operators involved in transport – ensuring that all transport providers have the required Public Service Vehicle operators' licence. For all trips a pre-visit will be undertaken to enable the Group Leader to identify any potential hazards. Issues identified by exploratory visits must be satisfactorily resolved within the risk assessment.

Staff/student ratios

The ratio of students to adults varies according to the age of the students, the nature of the activity and the special educational needs. The school will err to the side of caution on this matter. There are no circumstances under which the staffing ratios are less generous than those to be found in school. Support may also be decided on individual staff members competence and their relationship with the student. Any concerns around staff to student ratios should be addressed with the POL or the Headteacher.

All groups on a visit outside the school grounds will be accompanied by a minimum of two adults and that where groups contain both boys and girls, wherever possible there is an adult of each sex. This would be essential on residential visits.

Regular contact must be kept with students who are enjoying non-direct supervision e.g. at a theme park or on a visit to a town. Students should only be allowed non-direct supervision within a strictly defined area and should be given firm guidelines as to the behaviour expected. They should be aware of where members of staff may be found.

Preparation for an off-site educational activity

Students should, as far as possible, be involved in the planning of the activity within their curriculum by, undertaking appropriate roles whilst it is in progress and be involved in identifying Health and Safety issues that may arise. They should know the expectations of the Leader and have a full understanding of the parameters covering all aspects of the trip or activity.

Duties and Responsibilities of the Proprietor (Employer)

Under the Health and Safety at Work etc Act 1974, the Board of Directors in a school must take reasonable steps to ensure that staff and students are not exposed to risks to their health and safety. This applies to activities on or off school premises.

Regulations made under the Health and Safety at Work etc Act 1974 set out in more detail what actions employers are required to take. For example, the Management of Health and Safety at Work Regulations 1999 require employers to:

- assess the risks to staff and others affected by school activities in order to identify the health and safety measures that are necessary and, in certain circumstances, keep a record of the significant findings of that assessment;
- introduce measures to manage those risks (risk management);
- tell their employees about the risks and measures to be taken to manage the risks;

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- ensure that adequate training is given to employees on health and safety matters.

Our School sets out health and safety arrangements in a written health and safety policy.

The Headteacher, Head of Education or Pastoral and Operational Lead must be made aware of all off-site visits. It is for the Headteacher to arrange for the most appropriate method of the communication for this. It is the responsibility of the Headteacher to ensure that:

- the off-site activity or visit is appropriate and relevant;
- the establishment can be run efficiently in the absence of staff engaged in the activity or visit.

Employer Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found the establishment.

Responsibilities of the Headteacher

This is the key role for ensuring that the management of visits and ventures meets the regulations and guidance offered by the LA, DfE and others, as well as conforming to Embleton View Health and Safety policy. This management process is in conjunction with the expectations and standards that are to be achieved by making the most of the positive learning opportunities presented. Our delegation of responsibilities is done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments they require

Responsibilities of the Pastoral and Operational Lead

The Pastoral and Operational Lead (POL) will be the central point of contact for support for any group offsite. They will know where each group are going with a good understanding of the plan for the day including times and people present. Staff will contact the POL in the event of any issues or changes in plan and to keep them updated of progress through the day. The POL will report any concerns to SMT.

The Outdoor Education Coordinator will assume authority over the POL for any trips classed as outdoor education, but will liaise closely with the POL to address any concerns or issues.

Duty as an employee

The law requires employees to:

- take reasonable care of their own health and safety and that of others who may be affected by what they do at work;
- co-operate with their employers on health and safety matters;
- do their work in accordance with training and instructions;
- inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

In addition, all staff in our school have a common law duty to act as any prudent parent would do when in charge of students. Employees should follow any health and safety procedures put in place by their employer. However if they feel that the procedure is inappropriate (e.g. it is too bureaucratic) they should discuss this with their employer and request that it is reviewed. Usually the Headteacher will work with the employee to ensure that the procedures at the school are proportionate, effective and appropriate.

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Our Learning & Development Coordinators on school-led visits act as employees of the school, whether the visit takes place within normal working hours or outside those hours, by agreement with the Proprietor. Our Learning & Development Coordinators will do their best to ensure the health and safety of everyone in the group and act as any prudent and reasonable parent would do in the same circumstances. They will:

- follow the instructions of the Group Leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the Group Leader, if they think the risk to the health or safety of the students in their charge is unacceptable;
- be aware of potential conflicts of interest if their own students are members of the group and discuss beforehand with the Group Leader.

Training

Our Director of Operational Development (DOD) ensures that staff are given the health and safety training they need for their job. This certainly doesn't mean that all employees have to attend a training course. It may simply mean providing them with basic instructions or information about health and safety in the school. Staff who do work which involves a greater element of risk, such as using woodworking machines, will need more training. There is more information available at <http://www.hse.gov.uk/simple-health-safety/provide.htm>

Responsibility

Responsibility within our school for the approval of visits remains with the Headteacher, who will ensure that all necessary actions have been completed before the visit begins. This includes, as needed, that a pre-trip visit has taken place, risk assessments and appropriate safety measures are in place, suitably competent instruction is available for the activity, the ratio of supervisors to students is appropriate and that arrangements have been made for the medical needs and special educational needs the students. It is good practice for a member of staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning. This includes:

- being involved in educational visit management in order to ensure that the guidance and regulations are followed;
- working with the Group Leader to ensure that the aims of the educational visit are achievable and in line with those of the establishment;
- to recommend and organise the training of members of staff in charge and help organise the induction of staff new to the venture and volunteers;
- to ensure that Embleton View Behaviour Management Policy and other relevant policies are able to be transferred off site successfully and are consistently used.

The Headteacher (or suitable delegate) has responsibility for:

- they have appointed a suitable Group Leader for each visit;
- all necessary actions have been completed before the visit begins. (This applies even when the Headteacher is not going on the visit);
- the trip approval form has been completed, signed and filed.
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the Group Leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;

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- the Group Leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise students and have appropriate clearance;
- parents have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the students;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- that they have the names of all the adults and students in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.
- to confirm that the leadership of the visit is appropriate and to check staff qualifications, this to include accompanying staff and volunteers;
- to confirm that adequate risk assessments have been carried out;
- to ensure that liaison with parents and obtaining consent are effective.

The Group Leader

The Group Leader, who is the person with overall responsibility for the administration, programme, supervision and conduct of the venture, is an important part of the health and safety and good practice support system. The role of Group Leader can be assumed by any staff member who is deemed competent to carry out the task regardless of their job role. Consideration will be given to the experience of the member of staff as well as the size of the group they intend to lead and their relationship with the students within the group. The Group Leader should demonstrate the ability to undertake a comprehensive review of the needs of the venture and in particular be able to risk assess the locations, groups travelling and leader competencies, in order to put good risk management procedures in place, that they can monitor and use. Relevant experience is essential along with accepting the need to:

- agree specific roles, responsibilities and communications systems;
- agree incident and emergency procedures, the who, where and what of such situations;
- agree what will happen if the practicalities of the day require a major adaption of the programme (ongoing risk assessment);
- have high expectations of what the students, young people and the venture can achieve.

It is the Group Leader's responsibility to ensure that all accompanying adults have group lists or are fully aware of the specific student they are responsible for. The Group Leader and accompanying staff must carry these with them at all times. These lists should show:

- Who is in their group
- Who is travelling in each vehicle
- The name and telephone number of the contact person/s who can be contacted in an emergency
- Full details of students names, telephone numbers and any medical issues
- For overseas visits, a copy of all student and staff passports should be taken prior to departure and kept with the Group Leader during the visit.

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The Group Leader must also ensure that there is a contact person available throughout the period that the group is off-site. In addition, an accurate list of participants with the Group Leader's mobile telephone number must be forwarded to the POL prior to the visit.

Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The Outdoor Education Lead or POL will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by staff. Residential, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit. It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy. Examples of such schemes include:

- The LOtC Quality Badge
- AALA licensing
- Adventuremark
- School travel forum

Embleton View takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances. Refer to: NG document ***“Preliminary Visits and provider Assurances”***

Points of Contact

For all off-site activities, the school will organise a 'Point of Contact' at the school or with a member of the SMT at the school. This will often be the Headteacher, the POL or the Outdoor Education Lead if the trip is during school hours. If the visit involves an overnight stay, there must be two contact people. The contact person/s must have:

- Details of how and where the Group Leader may be contacted
- The names of all participants, including adults
- The distribution of students and staff if in separate groups or vehicles
- The itinerary
- The names and telephone numbers of any travel company (including coach company) involved
- Access to parental home contacts for all involved (including adults)
- Details of the Designated Safeguarding Officer in the event of an emergency
- A copy of the Risk Assessment and the Emergency Plan.

Collection from a Trip

In order to exercise their duty of care, the Group Leader must ensure the students' safe dismissal and departure from their supervision, at the end of a trip or activity.

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If arrangements for the safe return home of a student breaks down, (e.g. a parent fails to arrive, or late bus fails to arrive at appointed time etc.) the Group Leader must attempt to telephone the student's home to make alternative arrangements. The student will be placed in the care of the POL who will allocate them a safe area in the school until the parent arrives. The POL will liaise with SMT as necessary if problems remain unresolved.

Parents

The Group Leader will ensure that parents are given sufficient information in writing and are invited to any briefing sessions, so that they are able to make an informed decision on whether their child should go on the visit. This should include proposals for alternative activities in case, for example, adverse weather conditions prevent the intended activity taking place. Reasonable adjustments will be made for disabled students.

The Group Leader will also tell parents how they can help prepare their child for the visit by, for example:

- reinforcing the visit's code of conduct;
- understanding the clothing and footwear that will be required and ensuring that this is provided;
- parents will be informed of the arrangements for sending a student home early and will normally be required to meet the costs of such arrangements;

Parental consent to offsite activities

Written consent from parents is not required for students to take part in the majority of off-site activities organised by our school, as most of these activities take place during school hours and are a normal part of a child's education at our school. However, parents should be told where their child will be at all times and of any extra safety measures required.

Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours. We have adapted the DfE "one-off" consent form which we ask parents to sign when a child enrolls at our school. This will cover a child's participation in any of these types of activities throughout their time at the school. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). The form is available at:

<http://www.education.gov.uk/schools/adminandfinance/healthandsafety>

Our parents are told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form. Parents contribute to the success of the visit by;

- understanding the objectives of the visit;
- giving written consent to transport arrangements;
- giving written consent to all emergency and other medical or dental treatment necessary for the safety and well-being of the child;
- giving clear information where relevant on their child's ability or inability to swim;
- providing clear information on their child's health and any special needs;
- giving permission for medical attention or medication if required;
- ensuring that there are clear contact arrangements.

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Our School has a written policy setting out the behaviour expected of parents on the premises and the procedures that will happen when the school wishes to restrict a parent's access to school premises. A parent who has been banned from entering school premises is trespassing if he or she does so without permission.

Volunteers and other Responsible Adults

Parents may be used as a supplement to the staff but will not be taken into account in the calculation of the minimum number of staff required to supervise the group as set out above. Parents or other responsible adults will only be allowed to accompany a residential educational visit if enhanced DBS checks have been made. Parents, other voluntary staff or helpers including non-teaching staff must be fully aware of the visit risk assessment, itinerary, special instructions, emergency procedures and any other relevant information, along with their role, duties and responsibilities.

Non School employed adults acting as supervisors must:

- follow the instructions of the Group Leader and employed staff and help with control and discipline;
- speak to the Group Leader or employed staff if concerned about the health or safety of young people at any time during the visit;
- never be in sole charge of the young persons or remote from the support of the Group Leader or other supervisors.

Vetting and DBS Checks

All employees who work *frequently* or *intensively* with, or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process and be accurately recorded on the single central record (SCR).

For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered. Refer to NG document: "***Vetting and DBS Checks***"

Students and Young People

An essential aspect for the school policy is that all groups are made aware and active in the process of managing the visit or venture as they can be. Procedures, group and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to. A code of conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and 'down time'. The standard of behaviour expected of staff will be no different from behaviour expected within school. It may be necessary to have individual behaviour contracts

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with some young people, signed by themselves and their parents. Everyone should be as risk aware as is realistic.

Children Accompanying Staff

All staff must be aware of the problems that can arise when their own children accompany them on a particular visit or activity. In these situations, a conflict of role may occur. Where our staff do take their own children on a visit or activity the member of staff should not be included in the staffing ratios unless they are supervising at all times a group which does not include their own child.

Approval

The Headteacher's or Board of Directors approval must be sought before any bookings, letters or deposits are made. Only the Headteacher or Board of Directors is able to approve the organisation of such activities. Assessment, training and support of visit leaders is a priority of the Headteacher. Refer to NG document: "[Assessment of Competence](#)"

Information collected and distributed prior to trips and visits

Parents/guardians will be fully informed in writing about the trip or visit well in advance. Care will be taken to ensure that those accompanying the trip are fully informed about the special or medical needs of any students participating. Parents/guardians should also be advised that the school reserves the right to exclude a student from a visit on behavioural grounds. Trip organisers will ensure that all students involved in the excursion have been properly prepared and briefed.

Letters to Parents

As part of the information provided to parents about residential trips:

- Dates
- Times of departure and return
- Method of travel (if appropriate)
- Destination with full address and telephone number
- The name of Group Leader
- The aim and purpose of the visit, the activities planned, any hazardous or adventurous activity clearly specified
- The nature of supervision
- Any extra costs
- A request for parental consent

Insurance

The employer has, as required by law, appropriate insurance in place. The school holds Public Liability insurance, which will indemnify the school against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property where the school is deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which the school may be considered responsible.

Refer to NG document: "[Insurance](#)"

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Adventurous Activities

Where adventurous activities are involved it is important that those leading and instructing the activities are appropriately qualified and competent. Such activities will usually be undertaken at a licensed and approved centre. This could include caving, abseiling, high ropes, rock climbing, etc.

First Aid

Most School employees will as a minimum hold the 'Appointed Person' one day course of emergency first aid. Ideally a 'Full First Aider' who holds the full (3-day) course with a training establishment approved by the Health and Safety Executive will be in attendance. There will always be a First Aid Kit should be carried at all times by the Group Leader. The Group Leader should check the kit is complete.

Critical Incident/Emergency Procedures

The Group Leader and other members of staff have a duty of care to ensure that all students are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. In an emergency there should be no hesitation to act and to take life-saving action if necessary. All necessary steps should be taken in advance of any visit to assess all risks and take necessary precautions. The detailed actions to be taken by the Group Leader in the event of a serious accident/incident forms an appendix to this policy.

Day Trips

A copy of the risk assessment (often generic), including student details and Group Leader contact details will be held in the School Office which will act as a contact point. The Group Leader will have a mobile phone.

Residential Trips

Every group will have a named contact in the UK, and this will normally be the Headteacher or an allocated member of the SMT, with whom they will have exchanged telephone numbers and all relevant information about the trip. The School Office should also have a number where the party can be reached while away from home.

Complaints

Where complaints are received these should follow the school's complaint procedure. Where complaints are made by the school concerning provision made on behalf of our school these should be in writing from the Headteacher to the supplier of the service. All complaints are best dealt with as and when they arise.

Accounting for Individual Students

The Group Leader will ensure that each student who is not under visual supervision is accounted for. This means the Group Leader will know the identity, whereabouts and expected time and place of return of the student.

Mobile Phones/Students' Property

Mobile phones can be very useful in emergencies. However, there are reasons why their use by students should be restricted on educational visits, for example: mobile phones can act as distractions, carrying such phones can expose students to the risk of mugging and street violence and homesickness may be made worse by frequent use of mobile phones.

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For each visit, the Group Leader will formulate a clear policy if necessary on the use of mobile phones which will be circulated to parents and students well in advance of the visit. Such a policy may vary depending on the type of visit, from a total ban on students' phones to a system of phones being left with adults during the day, to be used for a restricted time in the evening. The Group Leader and at least one other adult supervisor will carry a fully charged mobile phone at all times and will ensure that an emergency contact at the school has the relevant numbers. Similar rules will apply to all items of personal property including for example, cameras. Parents are requested not to send students on visits carrying expensive equipment that may attract thieves or be lost or broken. In any event, students will be responsible for all items of personal property taken on the visit.

Child Protection

Embleton View Child Protection Policy and Procedures (available on the website and on request from the school office) will apply during educational visits. The Group Leader will carry out the duties of the Designated Person or will name an appropriate adult supervisor to do so. Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the educational visit will be dealt with appropriately at the time and will be reported to the Headteacher immediately on return.

Responsibilities of Students

The Group Leader will make it clear to students that they must:

- not take unnecessary risks;
- follow the instructions of the Group Leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly, using safety equipment as instructed;
- be sensitive to local codes and customs;
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the Group Leader or supervisor about it.

Any students whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. Reasonable adjustments will be made for disabled students.

Illness When Abroad

The European Health Insurance Card (EHIC) can be obtained free of charge. This can be applied for on-line, by phone or by post. See www.ehic.org.uk. This card allows reduced price or free medical treatment whilst visiting a European Union (EU) country, Iceland, Liechtenstein, Norway or Switzerland.

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Applies to:

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours;
- Students accessing Embleton View
- All staff (teaching, support and admin staff), students on placement, the proprietors, Board of Directors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

Availability

- This policy is made available to parents, staff and students as a hardcopy upon request from the school office.



Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher and/or the Board of Directors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Related Documents:

- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Code of Conduct
- Risk Assessment Policy
- Whistleblowing Policy
- Drugs, Alcohol and Tobacco Policy
- Behaviour Management Policy

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Graeme Turner (Proprietor)	Craig Bell (Proprietor)
Date: 02/08/17	Date: 02/08/17
Reviewed: 02/09/18 Reviewed: 22/08/2021	Reviewed: 02/09/18, 16.05.19, 22.07.20, 19.5.22, 30.5.23

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