

Offsite Visits and Educational Visits Policy

MARINE ACADEMY PLYMOUTH POLICIES VERSION CONTROL SHEET

POLICY NAME: Offsite Visits and Educational Visits Policy

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Introduction

Off-site educational visits are activities arranged by or on behalf of Marine Academy Plymouth (MAP), Marine Academy Primary and Marine Academy Nursery which take place outside the school grounds. The value of off-site activities and educational visits is well recognised by the Governing body and fully supported within the Academy.

All off-site activities serve an educational purpose, enhancing and enriching our student's learning experiences. In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site educational visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits, we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day.

The Academy provides many opportunities to enrich the curriculum for students through off-site activities and educational visits. These include; work experience, visits abroad, work in the community, outward bound and day trips.

This document outlines the specific policies and procedures for the Academy. It supplements and follows the guidance, regulations and advice contained within the following significant publications:

- Plymouth City Council Guidance
- DfES - Health and safety: advice on legal duties and powers (2014)

Aims

The aims of our off-site educational visits are to:

- Enhance curricular and recreational opportunities for our students.
- Provide a wider range of experiences for our students than could be provided on the Academy site alone.

- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

MAP has a strong commitment to the added value of learning outside the classroom, some of which takes place beyond the statutory Academy day and beyond the school premises. MAP believes that Educational Visits contribute positively to the quality of teaching and learning that we can offer our pupils.

Roles and Responsibilities

The Governing Body will:

The Governing body will receive advice on planned Educational Visits from the Principal. They should ensure that this policy is reviewed regularly and in line with any changes in government/Health and Safety Executive (HSE) and other guidance.

Key tasks

Ensure that arrangements are in place and the City Council regulations and guidance are being translated into working systems:

- Ensure that the Governing Body has systems in place to support this process.
- Have the ability to act on behalf of the parents to ascertain if the specific event arrangements and risk assessments are in place and appropriate.
- Ensure a policy is in place with regard to off-site activities.
- Ensure that visits have specific educational objectives.
- Be satisfied that risk assessments are carried out and that appropriate safety measures are in place.
- Ensure that all arrangements comply with MAP's Safeguarding and Health and Safety policies.

- Ensure that funding and costs do not unfairly exclude any pupil from taking part in an activity which is essential to the curriculum delivery of a particular subject or course.
- Review any codes of conduct for both leaders and pupils

All off-site activities and educational visits that are residential, hazardous or overseas will need the approval of the Principal/Vice Principal prior to submitting via the EVOLVE system.

The Academy Principal/Vice Principal will:

The Principal will ensure that the management of visits and ventures meets the regulations and guidance offered by the City Council, DfE and others, as well as conforming to the Academy's own health and safety policy. He/she will also ensure that the Governing Body are kept appropriately informed and accreditation or verification of providers has been checked.

Key tasks

- Appoint an Educational Visits Coordinator (EVC).
- Ensure that the EVC has attended an approved training course.
- Support staff development of leadership competence through continuous professional development.
- Ensure party leaders are sufficiently experienced and competent to assess and manage the risks with regard to the planned activity.
- Ensure that arrangements are in place for the educational objectives of a visit to be inclusive and that issues identified in exploratory visits have been satisfactorily resolved within the risk assessment.

- Ensure that risks have been assessed, more significant risks recorded and appropriate safety measures are in place and that all parties are aware of the assessments and ensure that all staff understand and comply.
- Review systems and, on occasion, monitor practice.

All off-site activities and educational visits will need the approval of the Academy Principal and the visit information must be subsequently uploaded to the EVOLVE website prior to approval.

The Educational Visits Co-ordinator (EVC) will:

MAP should have a designated Educational Visits Coordinator (EVC). This may be the Principal or another employee who in the view of the Principal is competent to undertake this type of delegated task. The EVC for MAP is Mr Huw Morgan.

Key tasks

- Oversee the Academy's approach to visits.
- In consultation with the Principal ensure that the leadership of the visit is appropriate and to check staff qualifications, this to include accompanying staff and volunteers.
- Support the head of establishment in the management of and evaluation of educational visits.
- Support the party leader with advice and guidance on generic or specific risk assessments.
- Review and approve the risk assessment produced by the party leader and team for each visit.
- Organise the emergency arrangements and ensure there is an emergency contact for each visit. Additionally, how to liaise with the City Council team should an emergency occur.

- Use and apply suitable record keeping practices for both children and young people and leaders off-site.
- Keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses').
- Liaise with the Principal and the Business Manager to ensure that separate insurance is in place for foreign visits.
- Seek any advice from external providers as necessary.
- Be involved in educational visit management in order to ensure that the City Council's guidance and regulations are followed and to confirm that adequate risk assessments have been carried out.
- Organise the training of leaders and volunteers, and organise thorough induction of staff and volunteers new to the visit.
- Ensure that procedures for Criminal Records Bureau disclosures are in place as necessary.
- Ensure that liaison with parents and obtaining consent are effective.
- Monitor and review what is going on, establishing a clear picture of current practice. Be able to both report on successes and set targets for improvement. Be ready to intervene where practice is incorrect or unsatisfactory.

The Group Leader will:

The party leader has overall responsibility for the supervision and conduct of the visit or activity and should be approved by the Principal.

Key tasks

- Be approved to carry out the visit and suitably competent and knowledgeable about the Academy's policies and procedures.
- Plan and prepare for the visit and assess the risks with the EVC prior to inputting into the EVOLVE system for approval.
- Define the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do.
- Obtain the Academy Principal/Vice Principal's approval for the visit have enough information on the pupils taking part in order to risk assess their suitability for the visit or specific activity.
- Oversee the safe conduct of each visit, paying particular attention to on-going risk assessments and changing circumstances. Consider stopping the visit if the risk to the health and safety of the pupils is unacceptable and have in place procedures for such an eventuality.
- Ensure that all other members of staff and voluntary helpers are aware of their responsibilities and have the appropriate training and experience to undertake their assigned roles.
- Ensure the leaders have details of the Academy contact.
- Ensure the leaders and others have details of the pupil's special educational or medical needs which will be necessary for them to carry out their tasks effectively.
- Inform parents/carers about the visit and where appropriate, gain consent.
- Ensure that they and other accompanying staff understand that for residential or 'over hours' trips, any time above contracted hours is considered as voluntary and will not be paid or attract time off in lieu.

Additional members of staff and volunteers

Members of staff and volunteers make up the team for each visit and they must ensure that they are familiar with procedures/protocols.

Key Tasks

- Assist the party leader to ensure the health, safety and welfare of all the young people on the visit.
- To be clear about their roles and responsibilities whilst taking part in the visit or activity.

Students

Whilst taking part in off-site activities students also have responsibilities about which they should be made aware by the party leader or other members of staff, for their own health and safety and that of the group. Young people should:

- Not take unnecessary risks.
- Follow instructions of the party leader and other members of staff.
- Behave and dress appropriately and responsibly, keeping to any agreed code of conduct.
- Inform members of staff of any significant hazards.
- If abroad, be sensitive to local codes and customs.

Category of visits:

- The category of the visit must be assessed by the Principal / EVC.
- Specific parental consent is not required for Category A visits. These are covered by the generic consent form which is issued and discussed at Annual Review, but a letter should be sent home informing parents/carers that their child is going on a trip and giving them the opportunity to contact the school with any issues.

For Category B and all Category C visits, parents must provide:

- Provide the party leader and EVC with emergency contact number(s).
- Sign an additional, bespoke consent form.
- Give the EVC information about their child's emotional, physiological and physical health which might be relevant to the visit.
- Agree the arrangements for sending a pupil home early and who will meet the cost.

Guidance Notes for off-site Activities and Educational Visits

To ensure good practice and to comply with the necessary regulations it is expected that all visits follow MAP procedures. See Appendix A for External Visits Procedures.

All group leaders will familiarise themselves with the published guidance and attend training when appropriate which is available through the City Council's Outdoor Education Adviser.

The Principal / EVC should be involved in discussing plans for any off-site activity at an early stage. All off-site visits need to be planned including local and routine visits e.g. to businesses or for games / matches. No non-returnable financial commitment should be agreed until all relevant approvals have been gained from the completion of an MAP Expression of interest form (Appendix B)

Parental consent needs to be obtained and copies of the medical/dietary requirements and emergency contacts details should be taken on the visit by the group leader. A copy will need to be held by the emergency contact person for residential visit (See Appendix C).

Approval of residential, hazardous and overseas educational visits must be given by the Principal/Vice Principal and the EVC, and, wherever possible, details placed on the EVOLVE system 4 weeks prior to the date of the visit in order to allow sufficient time for approval by the LA. In circumstances less than 4 weeks, a courtesy call should be made to warn of the late submission.

Off-site Visit Risk Assessment forms should be completed for all aspects of the visit e.g. the journey, activities and down time if a residential. (See Appendix D)

Several example risk assessments are available for all types of transport and several frequently needed risk assessments; these are kept by the EVC.

External providers may have their own risk assessments that will need to be seen by the group leader and if necessary the group leader can refer to these and the Academy's example risk assessments, prior to being uploaded onto the EVOLVE system.

A pre-visit may be advisable to support the risk assessment process and should be carried out whenever possible.

If volunteers are being used for the visit, they will need to be fully briefed and a DBS check must be in place if they are used regularly (3 or more times in a 30 day period) and if the visit is residential. Partnership Agreements should be considered where appropriate.

NB. Unless a provider has a Learning Outside the Classroom Award, the existing inclusion of a provider on the EVOLVE system does not guarantee that checks have been carried out and so independent checks may be required. The party leader must be satisfied that the activity provider complies with the AALA licence standards.

Parents will be informed of the type of transport used. When private cars are used, various checks will need to be carried out and guidance provided to volunteer drivers. When coaches and minibuses are used the leaders should ensure the pupils are wearing seat belts. A current City Council Minibus permit is required to drive a minibus.

If the visit is mainly within academy hours or for the curriculum, a voluntary contribution may be requested. Other visits may be charged for.

Staff should be informed via the briefing notes, at least one week in advance of the trip.

School Journey Insurance may need to be arranged depending on the nature of the visit e.g. if deposits are paid, the pupils are taking belongings and the visit is abroad. Parents should be informed of the insurance arrangements.

The supervision ratios need to meet the requirements summarised in the table below, although these are minimum ratios and the group leader must consider the pupils involved, the type of activities, the site and the experience and competency of the supervising adults (see over page).

Activity	Qualifications / Staffing	Ratios	Notes
<p>Local visits In the local area, close to support at the base</p>	<p>An experienced group leader</p> <p>Other qualified leaders (numbers as required)</p> <p>Other responsible adult(s) in support</p> <p>A minimum of two leaders could be required, depending on circumstances</p>	<p>1 adult for every 4 pupils in Nursery</p> <p>1 adult for every 5 pupils in Reception</p> <p>1 adult for every 6 pupils in Years 1 and 2</p> <p>1 adult for every 8 pupils in Years 3 and 4</p> <p>1 adult for every 10 pupils in Years 5 and 6</p> <p>1 adult for every 15-20 pupils in Academy Year 7 onwards</p>	<p>A minimum of one leader is needed for every group or class. They can then be supported by other qualified leaders or responsible adults.</p> <p>Leaders should reflect the gender of the group wherever possible.</p>

<p>Day visits More than 60 miles or one hour from MAP</p>	<p>An experienced group leader</p> <p>Other qualified leader(s) (numbers as required)</p> <p>Other responsible adult(s) in support</p> <p>A minimum of two leaders required</p>	<p>Ratio's as above</p>	<p>As above</p>
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<p>Residential visit, UK or abroad, and visits abroad</p>	<p>An experienced group leader</p> <p>Other qualified leader(s) (numbers as required)</p> <p>Other responsible adult(s) in support</p> <p>A minimum of two leaders required</p>	<p>1 adult for every 10 pupils in the Academy (year 7 onwards)</p> <p>1 adult for every 6 pupils in Years 5 and 6</p> <p>These ratios may include the centre/residential base staff, especially if a partnership agreement is in place.</p>	<p>As above, however it is recommended that the ratio of qualified leader to responsible adult support is low</p> <p>Leaders should reflect the gender of the group.</p> <p>Leaders can be remote, with a nominated person on the trip acting as leader or 'key person'.</p>
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When the group leader is not a member of MAP staff, but another responsible adult, parents should be informed in writing.

The leaders need to know that in an emergency they should:

- Ensure the pupils are safe.
- Contact the EVC at MAP.
- Contact their emergency contact person and give them the details.
- Follow the procedures to be followed in the event of a serious incident. (See Appendix E).

On off-site visits there should ideally be a trained first-aider where no first aiders are provided at the place of visit and a first-aid kit carried.

On return from the visit, the group leader should report to the EVC. Completion of an evaluation report on the EVOLVE system is valuable to others.

When students are regularly attending external training providers/off-site organisations, it is good practice to have a Partnership Agreement in place.

Sleeping arrangements

Wherever possible, there should be separate male and female sleeping/bathroom facilities for children and staff.

Wherever possible, staff should supervise the children at night (and remain in gender specific rooms).

A rota should be devised to enable the maximum supervision possible. The on call person should not retire until the children have been settled.

Individual/group needs must be taken into consideration at night e.g. a child may prefer not to sleep in a dormitory setting. Are there any child protection issues?

Sleeping arrangements must reflect the fact that staff have considered the individual needs of and associated risks to children on the activity. Sleeping arrangements must be detailed in the plan and approved by the EVC.

Security arrangements must be implemented at night. Wherever possible, a child should be prevented from absconding.

Appendix F provides a handbook for group leaders and other staff.

To be included

Appendix A – Visits procedure

Appendix B – Expression of interest form

Appendix C – MAP consent form

Appendix D – MAP risk assessment

Appendix E – Emergency procedures (see below)

Appendix F – Guidance for Group leaders (see below)

Appendix E

EMERGENCY PROCEDURES

If an accident happens, the priorities are to:

- Assess the situation.
- Safeguard the uninjured members of the group.
- Attend to the casualty.
- Inform the emergency services and everyone who needs to know of the incident.

Who will take charge in an emergency?

The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator if one is being used.

Pre-arranged school home contact.

The Academy contact's main responsibility is to link the group with the Academy and parents, and to provide assistance as necessary. The named person should have all the necessary information about the visit.

Emergency procedures framework

All those involved in the Academy trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit

If an emergency occurs on an Academy visit the main factors to consider include;

- establishing the nature and extent of the emergency as quickly as possible □ ensuring that all the group are safe and looked after
- establishing the names of any casualties and getting immediate medical attention for them
- ensuring that all group members who need to know are aware of the incident and that all group members are following the emergency procedures
- ensuring that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together
- notifying the police if necessary
- notifying the British Embassy/Consulate if an emergency occurs abroad
- informing the Academy contact. The Academy contact number should be accessible at all times during the visit;

EMERGENCY PROCEDURES

Details of the incident to pass on to the Academy should 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);

Other actions include;

- notify insurers, especially if medical assistance is required (this may be done by the Academy contact)
- notify the provider/tour operator (this may be done by the Academy contact)
- ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence

- keep a written account of all events, times and contacts after the incident
- complete an accident report form as soon as possible. Contact HSE or local authority inspector, 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. Media enquiries should be referred to a designated media contact in the home area;

No-one in the group should discuss legal liability with other parties.

Appendix F

A HANDBOOK FOR GROUP LEADERS

This is Part 3 of a 3-part supplement to *Health and Safety of Pupils on Educational Visits: A Good Practice Guide (HASPEV)*. See also *HASPEV; Health and Safety: Responsibilities and Powers*; and the other parts of this supplement: *Standards for LEAs in Overseeing Educational Visits* and *Standards for Adventure*

INTRODUCTION

The purpose of this handbook is to provide practical information that might be helpful to group leaders and others, day to day, whilst taking part in an educational visit. It adds to and brings together in one place, the advice for group leaders that is spread throughout the Good Practice Guide "*Health & Safety of Pupils on Educational Visits*" (*HASPEV*). It does not cover planning arrangements before the visit, which can be found in *HASPEV*.

The handbook is not a substitute for training. We recommend that all group leaders have access to training before taking pupils on educational visits.

The handbook does not seek to replace local or other professional guidance or regulations. Community and voluntary controlled schools should follow LEA guidance as a first recourse. No guidance should be taken as an authoritative interpretation of the law. That is for the courts.

The handbook includes advice on supervision, ongoing risk assessment, emergency procedures, and some specific types of visit. The printed version of the handbook will be in loose-leaf style, which will allow for easy amendment when new information comes to light and for additional pages to be added on new topics. Amendments and any new topics will be posted on the web at <http://www.teachernet.gov.uk/visits>, from where they can be downloaded and printed for inclusion in the handbook.

Like *HASPEV*, the supplement can be adopted or adapted by LEAs or others for their own purposes. Please acknowledge the Department as the source for any such use and declare any local variation of the text.

Enquiries about the contents of this Supplement should be addressed to the Department's Pupil Health and Safety Team on 020 7925 5536.

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SUPERVISION

HASPEV Chapter 3 and *Standards for Adventure* give advice on supervision ratios, vetting suitability of supervisors and brief advice on responsibilities, competence, head counts and remote supervision. This section aims to give more practical advice on supervision “in the field”.

Responsibility

The Group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- ◆ allocate supervisory responsibility to each adult for named pupils;
- ◆ ensure that each adult knows which pupils they are responsible for;
- ◆ ensure that each pupil knows which adult is responsible for them;
- ◆ ensure that all adults understand that they are responsible to the group leader for the supervision of the pupils assigned to them;
- ◆ ensure that all adults and pupils are aware of the expected standards of behaviour.

It is good practice for each supervisor to:

- ◆ have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities;
- ◆ carry a list/register of all group members;
- ◆ directly supervise the pupils (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- ◆ regularly check that the entire group is present;
- ◆ have a clear plan of the activity to be undertaken and its educational objectives;
- ◆ have the means to contact the group leader/other supervisors if needing help;

- ◆ have prior knowledge of the venue – the group leader should normally have made an exploratory visit, see *Standards for LEAs in Overseeing Educational Visits*;
- ◆ anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary;
- ◆ continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- ◆ be competent to exercise appropriate control of the group, and to ensure that pupils abide by the agreed standards of behaviour;
- ◆ clearly understand the emergency procedures and be able to carry them out;
- ◆ have appropriate access to First Aid;

Each pupil should:

- ◆ know who their supervisor is at any given time and how to contact him or her;
- ◆ have been given clear, understandable and appropriate instructions;
- ◆ rarely if ever be on their own;
- ◆ alert the supervisor if someone is missing or in difficulties;
- ◆ have a meeting place to return to, or an instruction to remain where they are, if separated;
- ◆ understand and accept the expected standards of behaviour.

Head counts etc.

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- ◆ carry a list/register of all pupils and adults involved in the visit at all times;
- ◆ ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- ◆ avoid identification that could put pupils at risk e.g. name badges (though some schools find it useful to provide pupils with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- ◆ ensure that all pupils are aware of rendezvous points;
- ◆ ensure that all pupils know what to do if they become separated from the group.

'Buddy' system

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

Remote Supervision

Supervision can be close or remote but is always 24 hours:

- ◆ close supervision occurs when the group remain within sight and contact of the supervisor;

- ◆ remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- ◆ down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised - the supervisors continue to be in charge;
- ◆ it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- ◆ groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- ◆ pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- ◆ clear and understandable boundaries will be set for the group;
- ◆ there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile phones;
- ◆ the supervisor should monitor the group's progress at appropriate intervals;
- ◆ the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an

emergency, or alternate arrangements for a proxy group leader have been made;

- ◆ there should be a recognisable point at which the activity is completed;
- ◆ there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

Rearranging Groups

Potential danger points can occur when rearranging groups. In particular:

- ◆ when a large group is split into smaller groups for specific activities;
- ◆ when groups transfer from one activity to another and change supervisor;
- ◆ during periods between activities;
- ◆ when small groups re-form into a large group.

It is therefore important that the supervisor:

- ◆ clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- ◆ clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

Down Time

Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time

in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ◆ ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ◆ ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities;
- ◆ ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- ◆ use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- ◆ use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- ◆ apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision;
- ◆ occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

Night Time

Group leaders should ensure that, whenever possible:

- ◆ the group's immediate accommodation is exclusively for the group's use;
- ◆ teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils' accommodation;
- ◆ there is a teacher present on that floor whenever the pupils are there;
- ◆ child protection arrangements are in place to protect both pupils and staff;
- ◆ where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- ◆ in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- ◆ where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times;
- ◆ where pupils' doors are locked, teachers have immediate access, as necessary, to a master key;
- ◆ all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don't be lulled into a sense of false security by local assurances, such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcome attention that is unusual in the locality.

MAP additional note: In the case of a residential sailing trip, where staff and pupils sleep on board, all parties should follow the safety briefing of the Captain.

Travel

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- ◆ transport by road has seat belts and that the pupils wear them;
- ◆ there is adequate supervision at all times when travelling;
- ◆ supervisors are reserved seats that allow them to supervise properly
- ◆ pupils are supervised when boarding and leaving;
- ◆ extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- ◆ standards of behaviour are met, and in particular that drivers are not distracted
- ◆ smoking/alcohol etc. bans are observed;
- ◆ pupils are occupied on long journeys – this will help the journey pass quickly;
- ◆ evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- ◆ there are adequate rest stops for drivers;

- ◆ head counts are carried out when the group is getting off or onto transport.

ONGOING RISK ASSESSMENT

HASPEV chapter 2 paragraphs 37-46, and *Standards for LEAs in Overseeing Educational Visits* deal with risk assessment. Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The group leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site specific risk assessments

It is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

Check the local weather forecast

- ◆ to inform decisions on appropriate clothing;
- ◆ to be aware of whether water activities might be in areas prone to flash floods, high winds etc.;
- ◆ to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

Seek local knowledge of potential hazards, e.g.

- ◆ tides;
- ◆ rivers/streams prone to sudden increases in flow;
- ◆ difficult terrain;
- ◆ crossing points for road, rail or water; ◆ unstable cliffs.

Plan B

- ◆ good forward planning will always include alternative plans in case the itinerary needs to be changed;
- ◆ a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances;
- ◆ group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- ◆ regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;
- ◆ on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from the transport;
- ◆ an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

Behaviour problems, illness or injury

- ◆ poor behaviour may be reduced by ensuring that all pupils are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit;
- ◆ educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school. But the group leader should resist any temptation to accept lower standards of behaviour. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom;
- ◆ if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- ◆ group leaders should trust their own knowledge of the young people and use their own professional judgement;
- ◆ this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

EMERGENCY PROCEDURES

Preparation

See *HASPEV* Chapter 10 and *Standards for LEAs in Overseeing Educational Visits*. By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group leader to:

- ◆ agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school/LEA and clear roles for the group leader, school/LEA contact, head teacher e.g. managing media interest, supporting parents of an injured pupil, transport arrangements etc.;
- ◆ ensure that all members of the group know what action to take if there is a problem;
- ◆ hold evening briefings with supervisors to discuss issues for the next day;
- ◆ spend time early the next morning explaining arrangements to the pupils;
- ◆ hold, or ensure that other adults in the group hold, up-to date competence in first aid and other life saving competence as necessary for the activities;
- ◆ ensure that the first aid kit is properly stocked and accessible (see Guidance on First Aid for Schools, paragraph 60 <http://www.teachernet.gov.uk/firstaid>);
- ◆ ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them (see Supporting Pupils with Medical Needs: A Good Practice Guide <http://www.teachernet.gov.uk/medical>);
- ◆ be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
- ◆ recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep;

- ◆ if appropriate, advise group members about the dangers of overexertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- ◆ in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;
- ◆ ensure that drivers take adequate rest breaks on long journeys;
- ◆ ensure that all pupils understand and follow the code of conduct;
- ◆ practice emergency drills e.g. evacuation of mini-bus;
- ◆ if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The main factors to consider include:

- ◆ 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 immediate medical attention;
- ◆ ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- ◆ notify the police if necessary;

- ◆ ensure that all group members who need to know are aware of the incident;
- ◆ ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
- ◆ inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit;
- ◆ details of the incident to pass on to the school should 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);
- ◆ school contact should notify parents, providing as full a factual account of the incident as possible;
- ◆ notify insurers, especially if medical assistance is required (this may be done by the school contact);
- ◆ notify the British Embassy/Consulate if an emergency occurs abroad;
- ◆ ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- ◆ write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- ◆ keep a written account of all events, times and contacts after the incident;
- ◆ complete an accident report form as soon as possible. Contact HSE or local authority inspector, 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. Refer media enquiries to a designated media contact in the home area;
- ◆ no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from their LEA;
- ◆ keep receipts for any expenses incurred – insurers will require these.

ADVICE ON SPECIFIC ACTIVITIES

Coastal visits

HASPEV chapter 8 “Types of Visit” has advice on coastal visits at paragraphs 181-2. HASPEV states: “...many of the incidents affecting pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming.”

The group leader will want to 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;
- ◆ group members should be aware of warning signs and flags;
- ◆ establish a base on the beach 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 are out of bounds, and whether the risk assessment allows swimming in the sea;

- ◆ cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a “buffer zone” between the pupils and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- ◆ group leaders should not normally allow pupils to ride mountain bikes on any route that is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;
- ◆ the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

Swimming in the sea or other natural waters

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. Inwater activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But,

even then, group leaders should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The group leader should:

- ◆ be aware that many children who drown are strong swimmers;
- ◆ ascertain for themselves the level of the pupils' swimming ability;
- ◆ check the weather;
- ◆ be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- ◆ beware of rocks, breakwaters and other potential hazards;
- ◆ look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- ◆ designate a safe area of water for use by the group;
- ◆ brief the group about the limits of the swimming area;
- ◆ avoid crowded beaches where it is harder to see pupils;
- ◆ be aware of the dangerous effects of sudden immersion in cold water;
- ◆ be aware of the dangers of paddling especially for young pupils;
- ◆ ensure that pupils have not eaten (at least half an hour) before swimming;
- ◆ ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- ◆ adopt and explain the signals of distress and recall;

- ◆ ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- ◆ carry out regular head counts;
- ◆ be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should

- ◆ have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- ◆ take up a best position from which to exercise a constant vigilance;
- ◆ divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- ◆ give the children their full, undivided attention;
- ◆ always follow the advice or directions of a lifeguard;
- ◆ never swim themselves unless it is to help a child in distress;
- ◆ not join in any of the children's games;
- ◆ ensure that no child is allowed to wade out or swim further than his or her waist height;
- ◆ nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ◆ ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;
- ◆ recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

It is good practice for the group leader, or another designated adult in the group, to hold a relevant life saving award, especially where lifeguard cover may not be available. For further advice contact the: The Royal Lifesaving Society UK, River House, High St, Broom, Warwickshire B50 4HN (Tel: 01789 773994) <http://www.lifesavers.org.uk/>

Farm Visits

"There is a seasonal increase in the number of cases of E.coli 0157 infection, and there is a link between farm visits and infection in young children. This means that some simple and sensible precautions should be taken." - Chief Medical Officer 12 April 2000

Group Leaders should check the provision at the farm to ensure that

- ◆ eating areas are separate from those where there is any contact with animals;
- ◆ there are adequate clean and well-maintained washing facilities;
- ◆ there is clear information for visitors on the risks and the precautions to take.

Ensure that

- ◆ there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- ◆ all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- ◆ shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- ◆ place their faces against the animals;

- ◆ put their hands in their own mouths after touching or feeding the animals;
- ◆ eat or drink while going round the farm;
- ◆ eat or drink until they have washed their hands;
- ◆ sample any animal foodstuffs;
- ◆ drink from farm taps (other than in designated public facilities);
- ◆ touch animal droppings - if they do then wash and dry hands;
- ◆ ride on tractors or other machines;
- ◆ play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

The Chief Medical Officer's revised guidance suggests:

- ◆ individual supervision by an adult for every child younger than 12 months;
- ◆ a supervision ratio of one adult for two children for children between ages one and two;
- ◆ gradually increasing ratios up to one adult for eight children for children between ages five and eight;
- ◆ higher standards for washing facilities.

FURTHER INFORMATION

Department for Education and Skills

Health & Safety of Pupils on Educational Visits (HASPEV), and supplement
<http://www.teachernet.gov.uk/visits>

Health & Safety: Responsibilities & Powers –
<http://www.teachernet.gov.uk/responsibilities>

Guidance on First Aid for Schools <http://www.teachernet.gov.uk/firstaid>

Supporting Pupils with Medical Needs: A Good Practice Guide <http://www.teachernet.gov.uk/medical>

Work experience: A guide for secondary schools 2002

Work Experience: A guide for employers 2002

Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service. DfES May 2002.

Safety Education Guidance Leaflet
<http://www.teachernet.gov.uk/safetyeducationguidance>

Chief Medical Officer Advice on Farm Visits: A Department of Health Press Notice 12 April 2000.

HSE

Guidance to the Licensing Authority on the Adventure Activities Licensing Regulations 1996 (HSC £9)

A Guide to Risk Assessment Requirements –
<http://www.hse.gov.uk/pubns/indg218.pdf>

Avoiding ill health at open farms: Advice to teachers AIS23 new edition 28 June 2000 of advice mentioned in HASPEV).

Five Steps to Risk Assessment . (<http://www.hse.gov.uk/pubns/indg163.pdf>)

Adventure activities centres; five steps to risk assessment (£4.50)

The New General Teaching Requirement for Health and Safety, QCA/HSE, 1999

Managing Health and Safety in Swimming Pools revised edition 1999. HSG 179 £10.50

Reducing Risk Protecting People 2001

Preparing Young People for a Safer Life (issued with Cheshire County Council and The Institute of Occupational Safety and Health – tel 0116 257 3100). This has a model risk assessment for a sponsored walk.

Adventure activities centres: five steps to risk assessment (£4.50)

Adventure Activities Industry Advisory Committee (AAIAC): Statement of Risk Perception in Adventure and Outdoor Activities

Others

Information about adventure activity providers covered by the Adventure Activities Licensing Scheme <http://www.aala.org.uk>

The Wales Tourist Board, the Scottish Tourist Board and the British Activity Holiday Association (see next) provide voluntary inspection schemes to complement licensing for providers of activities that are out of scope of licensing

The British Activity Holiday Association, 22 Green Lane, Hersham, Surrey, KT12 5HD. Tel/Fax: 01932 252994. www.baha.org.uk

Get Safe for Summer - Amateur Swimming Association. www.asa.-awards.co.uk

Safe Supervision for Teaching and Coaching Swimming. Amateur Swimming

Association and others. 2nd edition 2001 Tel: 01509 618700. Advice on ratios in HASPEV paragraph 187, which are pupil year-based, should be read in conjunction with the competence-based ratios in *Safe Supervision*

The Royal Lifesaving Society UK, River House, High St, Broom, Warwickshire B50 4HN (Tel: 01789 773994) <http://www.lifesavers.org.uk/>

Minibus Safety: A Code of Practice - RoSPA
and others 2002 www.rospa.com/pdfs/road/minibus.pdf

Safety on School Trips A Teachers and the Law Booklet - The Professional Association of Teachers. Revised edition 2002

Educational Visits - NASUWT 2001

Guidance published by the National Governing Bodies (NGBs) for various adventure activities as in HASPEV. NGBs also maintain leader training and assessment programmes.

Safe and Responsible Expeditions and Guidelines for Youth Expeditions - Young Explorers' Trust, c/o RGS-IBG Expedition Advisory Centre. £5 inc. p & p or free from website: <http://www.rgs.org/eacpubs>

The Royal Geographical Society (with IBG)'s Expedition Advisory Centre, 1 Kensington Gore, London SW7 2AR provides advice, information and training to anyone planning an overseas expedition. Tel 020 7591 3030 <http://www.rgs.org/eac>

The Independent Schools' Adventure Activities Association (ISAAA) offers help, support and technical advice to any Independent School www.malcol.org/isaaa/

The Duke of Edinburgh's Award has its own clear structure, procedures and guidelines <http://www.theaward.org/>.

Guidance is produced by many of the voluntary youth organisations

Guidelines for Off-Site Educational Visits and Activities in the United Kingdom Nottinghamshire CC September 2001 has a section on camping pages 75-79.

Safe Kids Campaign Report 2000, Child Accident Prevention Trust

Transport for London provides free transport for school groups on the underground, buses, Thameslink and the Docklands Light Railway. The advice line for the scheme is 0207 918 3954 and the website is at www.tfl.gov.uk/schoolparty. The general travel advice line can offer information on route planning and station layouts. Apart from its commitment to the safety of its passengers Transport for London does not offer specific advice on health and safety for school groups but refers them to HASPEV and HSE risk assessment guidance.

The Waterways Code (leaflet) and *The Waterways Code for Boaters* (video) are available from British Waterways - hq@britishwaterways.co.uk - tel: 01923 201120

The Suzy Lamplugh Trust has produced a range of guidance on personal safety, including booklets, videos and training courses <http://www.suzylamplugh.org>

The OCR (Oxford Cambridge RSA) 'Off-Site Safety Management Scheme' provides a training course aimed at those who organise off-site visits. It is exam-based and teachers can combine it with practical experience:
<http://www.ocr.org.uk/schemes/ownbrand/examined/offsite/Offindex.htm>