

School Trips and Activities Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Coordinator	Nominated Director	Chair of Board of Directors
EDUCATIONAL VISITS COORDINATOR & SOCIAL PROGRAMME/ACTIVITIES COORDINATOR	DIRECTOR OF COLLEGE SERVICES	NIGEL PAMPLIN

We encourage educational visits as we believe they 'offer an invaluable opportunity to enrich young people's learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008). Kings believe that school trips enhance the curriculum, promote personal development and provide an invaluable part of their students' education.

As Kings' students are ordinarily, visitors to the UK and therefore away from friends and family and in a new and exciting environment, we also offer a social programme for students. The social programme is intended to offer students opportunities to make friends, explore the local area and national attractions, develop hobbies and extra-curricular interests, have fun and engage with the school and wider community.

An educational visit or activity could be a short term visit in the local community, a day visit further afield to a university campus, a place of educational interest or a recreational visit during the weekend to a tourist attraction or theme park. The social programme also offers students access to school-run clubs and societies, such as yoga, football, photography and debating.

We will ensure that we comply with all DfES/Welsh Assembly and Local Authority documentation before any educational visit or activity is authorised.

Please Note: For the purposes of this policy the term **Educational Visits Coordinator** may be used to refer to a senior member of staff who gives authorisation for educational trips, activities or school clubs and societies to take place – this is likely to be the Activity/Social Programme Coordinator or a senior member of Academic/Student Services staff. The term **Activity Leader** may be used to refer to anyone planning and/or leading an educational visit, activity or school club or society – this may be a member of teaching or ancillary staff.

We believe this policy relates to the following legislation:

- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)

The following documentation is also related to this policy:

- [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges \(DfE\)](#)
- [Health and safety: advice for schools](#)
- [Risk Education - HSE](#)
- [Educational Visits - HSE](#)
- [Welsh Assembly Government – Educational Visits Guidance](#)

Aims

- to provide a clear and coherent structure for the planning and evaluation of educational visits and activities in order to enhance curricular and recreational opportunities for students
- to adopt best practice when assessing and conducting school trips and activities
- to ensure the welfare, safety and effective supervision of all students on all school trips and during school activities

Procedure

Role of the Board of Directors	<p>The Board of Directors has:</p> <ul style="list-style-type: none"> ▪ delegated to the Principal the appointment of a member of staff to be in charge of activities outside of class, the Educational Visits Coordinator (EVC); ▪ nominated the Director of College Services to visit the school regularly, to liaise with the Coordinator and to report back to the Board of Directors; ▪ the right to be consulted and to give permission for all overseas, outward bound and residential school trips; ▪ responsibility to ensure that the school complies with all health and safety regulations and procedures; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Principal	<p>The Principal will:</p> <ul style="list-style-type: none"> ▪ be responsible for the sanctioning and authorisation of all educational visits whatever the duration or purpose, or authorising a delegated member of staff to do so (i.e. Director of Studies or EVC for routine or regular trips) ▪ appoint a member of staff to be in charge of activities outside of class, the Educational Visits Coordinator (EVC); ▪ ensure that the EVC and Activity Leaders have appropriate training and are sufficiently competent and experienced; ▪ ensure that the EVC and Activity Leaders follow the <i>Kings Activity Leaders' Handbook</i> (Appendix C) in their practices and procedures; ▪ monitor the effectiveness of this policy ▪ request feedback from the students on the policy through student consultation
Role of the Director of College Services	<p>The Director of College Services will:</p> <ul style="list-style-type: none"> • regularly visit the school's Educational Visit Co-Coordinator to ensure the policy is implemented effectively • report back to the Board of Directors
Role of the Educational Visit Coordinator	<p>The EVC will:</p> <ul style="list-style-type: none"> ▪ undertake appropriate training and is competent and experienced to undertake the role; ▪ ensure that all documentation is in place before a Visit Plan can be authorised by the Principal (or Board of Directors, where applicable); ▪ ensure that the Activity Leader complies with the advice and guidance of the <i>Kings Activity Leaders' Handbook</i> in practices and procedures; ▪ ensure that the <i>Kings Activity Leaders' Handbook</i> and all practices comply with current government guidance from the Department of Education; ▪ ensure that First Aid training is given to an appropriate number of Activity Leaders and other supervising adults; ▪ ensure student medical information is obtained for each student prior to a visit or activity taking place and ensure adequate supervision is in place for student with medical needs, where necessary; ▪ review the planning, documentation and competence of the Activity Leader before recommending the authorisation of any educational visit
Role of Activity Leaders or those taking Educational Visits or Activities	<p>Activity Leaders will complete the Visit Plan before any visit is authorised, containing the following information:</p> <ul style="list-style-type: none"> ▪ a Risk Assessment(s) ▪ the nature, purpose and length of the visit; ▪ the age groups involved and student numbers; ▪ student names; ▪ contact details; ▪ emergency contact details; ▪ student medical records;



	<ul style="list-style-type: none"> ▪ the number of adults; ▪ DBS checks of helpers; ▪ Supervisor-student ratio; ▪ costings of the visit; ▪ contact details; ▪ travel arrangements; ▪ itinerary of visit; ▪ medical and first aid supplies; ▪ the appropriate number of qualified First Aiders; ▪ school mobile phone; ▪ emergency procedures <p>An adequate number of first aiders should be present on every activity or visit. It is Kings policy that all regular Activity Leaders are first aid trained.</p> <p>The Visit Plan Form is Appendix B to this policy.</p>
Role of Other Supervising Adults	<p>The Activity leader will ensure that all supervising adults are:</p> <ul style="list-style-type: none"> ▪ trained in supervisory procedures for educational visits and activities ▪ allocated a group of named students ▪ given student information ▪ know emergency procedures ▪ aware of the nominated First Aider
Risk Assessment Procedures	<p>Risk Assessments will be completed prior to each visit and will cover:</p> <ul style="list-style-type: none"> ▪ What are the hazards? ▪ Who might be affected by them? ▪ What safety measures are needed to reduce risks to an acceptable level? ▪ Can the Activity Leader put the safety measures in place? ▪ What steps will be taken in an emergency? <p>We will use or adapt risk assessments that have been produced by venues who provide instructor-led activities.</p> <p>Risk assessments should cover the whole trip, from the point of leaving the college or meeting point to the students return. A risk assessment of the mode/s of transport will be undertaken.</p>
Procedures to Follow in the Event of a Student of Compulsory School Age Going Missing	<p>All students should be made aware of their role and responsibilities during trips and activities (See 'Role of Students' below). However, in the event that a student of compulsory school age has gone missing off site, the member of staff should:</p> <ul style="list-style-type: none"> ▪ Inform the party leader ▪ Attempt to contact with the student by phone ▪ Search the area ▪ Speak to the person(s) last in contact with the student ▪ Review medical Information ▪ Inform the police ▪ Notify the school <p>When the student is found, review security procedures with the student and in the school</p>
Recommended Adult-Student Ratios	<p>We will use the following adult-student ratios (England):</p> <ul style="list-style-type: none"> ▪ secondary schools 1:15-20 <p>This ratio is based on guidance and recommendations from the Department for Education and HSE and takes into account the proportion of Kings students above compulsory school age.</p>
Authorisation of Educational Visits	<p>The Principal will:</p>



	<ul style="list-style-type: none"> ▪ authorise all short-term or day educational visits; ▪ or authorise a delegated member of staff to do so (i.e. Director of Studies or EVC for routine or regular trips) ▪ seek the approval of the Board of Directors for a residential visit
Role of Parents and their Representatives (if parents are the fee payers)	<p>Parents/Guardians/Parents' representatives will:</p> <ul style="list-style-type: none"> ▪ be informed of all educational visits by the school via the Kings Colleges website; ▪ have already provided consent to the trips either as part of the agreement to the school's Terms and Conditions, or as it is an integral part of their child's chosen course; ▪ supply standard medical information before their child starts their course at Kings so that medical conditions, allergies and special dietary needs are covered; ▪ submit emergency contact details before their child starts at Kings. For children of compulsory school age, this will be their guardian
Planning & Information for Parents of compulsory school age children	<p>Kings currently offer residential visits to our GCSE and IHSP cohorts. Kings students are all international and are all from overseas. They are rarely, if ever, accompanied by their parents to the UK. When Kings offer a residential or overseas visit, parents are advised in an email and/or letter containing planning and information about the trip before any residential or overseas visit took place.</p> <p>In the email and/or letter, parents are informed of the following:</p> <ul style="list-style-type: none"> ▪ the name of the activity Leader and other staff ▪ the dates and time of departure and return ▪ the full contact details of the destination ▪ the method/s of travel ▪ the itinerary of the educational visit and of the activities planned ▪ the total cost ▪ the date when the deposit needs to be paid and when the final travel cost has to be paid (if it is not included in fees) ▪ checklist of clothing and other essentials ▪ checklist of equipment ▪ insurance requirements ▪ ground rules for the visit
Role of Students	<p>Students will:</p> <ul style="list-style-type: none"> ▪ abide by the ground rules and the standards of behaviour for the educational visit; ▪ know which adult is responsible for them; ▪ know the relevant emergency contact numbers; ▪ have given their mobile phone number to the supervisor; ▪ have a working mobile phone with them during the activity; ▪ know the relevant emergency phone number(s) and the meeting time and place, if applicable; ▪ look after their possessions and spending money
Student Consultation	<p>We wish to consult our students and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.</p> <p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> • A Student Forum/Council (which will meet regularly and also be consulted by the Principal) • An appointment system and means of contact with the Principal and key staff members



	<ul style="list-style-type: none"> • Operating an 'open door' policy in school whenever possible • Student Questionnaires (on a variety of matters relating to the school and/or and social issues) • Open Class discussion (on a variety of matters relating to the school and/or and social issues) • Suggestion Box (allowing anonymity if desired) <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p>
Training	<p>The EVC will:</p> <ul style="list-style-type: none"> ▪ undertake training organised by the LA or other professional body; ▪ train all Activity Leaders and volunteer helpers ▪ ensure First Aid training (with reference to the First Aid Coordinator) has been provided to Activity Leaders where and when appropriate ▪ ensure all Activity Leaders and helpers are clear
Incidents	<p>Any medical or Health and Safety incidents should be recorded in an Activity Incidents File, to be reviewed annually by the Principal and the Educational Visit Coordinator.</p>
Associated Policies and Publications	<p>This policy has been written with reference to and in accordance with the following policies and publications:</p> <ul style="list-style-type: none"> • Kings Safeguarding and Child Protection Policy • Kings Behaviour and Discipline Policy • Kings Curriculum Policy • Kings First Aid Policy • Kings Sickness and Medicines Policy • Kings Activity Leader's Handbook • Kings Personnel Code of Conduct Policy (handling monies) (Kings HR Manual) • Kings Aims and Ethos of the School
Monitoring the Effectiveness of the Policy	<p>The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the Board of Directors.</p>



Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/ carers	Directors	School Visitors	Wider School Community		
		✓	✓	✓	✓		✓		
Question	Protected Characteristics							Conclusion	
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'
YES									Yes
NO	✓	✓	✓	✓	✓	✓	✓	✓	No
UNSURE									✓
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes
NO									No
UNSURE									✓
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.								



Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

Date of Last Review:	
Date of Next Review:	
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
It is confirmed that Risk Assessments are conducted prior to all school trips and are recorded and filed, in accordance with the School Trips Policy.	YES/NO
It is confirmed that all Students' medical information and emergency contact information is obtained prior to the trip, in accordance with the School Trips Policy.	YES/NO
I confirm that all trips currently operate at the adult-student ratio stated in the School Trips Policy.	YES/NO
I confirm that current DBS checks have been completed on all Kings Activity Staff, in accordance with the School Trips Policy.	YES/NO
I confirm that any medical or Health and Safety Trip-related incidents are recorded in an Activity Incidents File, in accordance with the School Trips Policy.	YES/NO
Number of Trip-related Health and Safety Incidents in the last 12 months:	XX
Number of Trip-related Medical or First Aid Incidents in the last 12 months:	XXX
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	



Monitoring the Effectiveness of the Policy

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

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Coordinator:		Date:	
Principal:		Date:	
Chair of Board of Directors:	<i>Nigel Hunt</i>	Date:	
Name of School:			
Next Review Date:			



School Trip and Activities Policy Appendix B: Kings Visit Plan Form

OFF-SITE ACTIVITY/TRIP RISK ASSESSMENT & PLANNING FORM

The **Risk Assessment** part of this form should be completed before each trip, visit or activity. If risk assessments exist at the destination of a trip, visit or activity, these should be requested and used, however, these do not cover travel to and from the destination, so a Kings risk assessment will be required to cover this. Where a trip or activity is taken regularly, the same risk assessment may be used/adapted. The **Planning Form** section of this form should be completed **every time** a trip, visit or activity takes place. A copy of **both** forms should **always** be taken on the trip, visit or activity by the lead adult. Once both forms are completed they should be signed off by the **Educational Visits Coordinator**, or a member of staff nominated by the EVC.

RISK ASSESSMENT:

Description of Activity:	
Technical Advisor:	
Student/Staff Ratio:	
Special Clothing:	
Staff Equipment:	
First Aid Kit:	
Security/Safety Notes:	
Further Considerations:	
Destination Risk Assessment – has this been requested and attached?	YES/NO

Last reviewed on (date):		Reviewed by (name):	
Where risk assessment is used for regular trips, visits or activities.			

*Risk Levels: 1 = Very High / 2 = High / 3 = Moderate / 4 = Low / 5 = Very Low

Hazard: (Must include: travel to and from destination & medical conditions)	Risks: (including who might be affected by hazard)	Risk Level*	Measures/action taken to minimise risk:	Action by Whom:	When: (i.e. prior to visit/during/at which stage etc)	Notes (post-trip - further action to be taken/ considerations for future trips)
Student going missing	18+ - disorientation, injury, student safety U18s – abduction, disorientation,	2	The students receive an excursion handout including: departure point and time, senior guide’s mobile number and emergency phone number. Pre-trip briefing with students includes: staying in pairs, no leaving group/designated area, meeting points and times, what to do in emergency. Further specific Instructions to be given to Under 16’s, who will	Excursion manager and Senior Guides	Prior to leaving school	

Hazard: (Must include: travel to and from destination & medical conditions)	Risks: (including who might be affected by hazard)	Risk Level*	Measures/action taken to minimise risk:	Action by Whom:	When: (i.e. prior to visit/during/at which stage etc)	Notes (post-trip - further action to be taken/ considerations for future trips)
	injury, student safety		be permanently accompanied by a Kings representative. At least one guide remains in a visible designated place during each stop and students must be shown this spot			

Variations: Record any additional assessments and control measures here if this sheet is used as a generic risk assessment.



VISIT PLANNING FORM:

Basic Details of Visit:

Visit Leader/Activity Leader			
Mobile Tel			
Purpose of Visit			
Venue/ Destination Details			
Date of Departure		Time of Departure	
Date of return		Time of Return	

Students on Visit:

Student Group - course(s)/class(s):			
Number of male sts		Number of female sts	
Number of Under 16s		Number of 16/17s	
Number of Over 18s		Total Number of students	

Staffing Details (including Group Leaders and Volunteers):

Name	Role on Trip	Kings Staff *✓	Relevant Qualifications /Experience (e.g. include details of teaching, instructing etc)	First Aid Cert	DBS
	Visit Leader				
	Deputy Leader				
Ratio of adults:students					

Travel Arrangements:

Briefly describe how the party will travel to and from the destination:

Financial Arrangements:

	Paid by Student	Covered by College
Travel costs		
Entrance Fees		
Additional costs		
TOTAL per person		

Essential Information:

	x	✓	NA
Have supplementary College Parental Consent Forms been obtained for all students if applicable (overseas/residential trips for u18s)?			
Has medical information been obtained and verified for all students?			
Have contact details for all students on the trip been obtained and verified with students? (i.e. mobile telephone number)			
Have contact details been obtained for students' usual place of residence? (i.e. homestay/ residence)			
Have contact details for students' emergency contacts been obtained? (i.e. Guardians/ parents/ agents)			
Has a register of all students attending including age medical and contact details (student, parent, host etc) been put together for use on the trip (attached)?			
Are all costings based on current price listings and quotes?			
Has a risk assessment been carried out for the trip (attached)?			
Have risk assessments been requested from the destination (attached)?			
Have all staff accompanying this activity been briefed on risk assessment and emergency procedures?			
Is an itinerary in place for the visit - which students and staff will be made aware of?			
For Educational Visits only - have clear learning objectives/outcomes been devised?			
For Educational Visits only - have worksheets/ planned educational activities been devised?			

Educational Visits Coordinator Sign-Off:

I agree that the above detailed trip and all arrangements are satisfactory.

Signed:		Date:	
Name:		Job Title:	



A HANDBOOK FOR ACTIVITY LEADERS

INTRODUCTION

The purpose of this handbook is to provide practical information for activity leaders and others, day to day, whilst taking part in an educational visit, activity or excursion.

The handbook includes advice on supervision, ongoing risk assessment, emergency procedures, and some specific types of visit.

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SUPERVISION

Responsibility

The Activity 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 activity leader to:

- ◆ allocate supervisory responsibility to each adult for named students ;
- ◆ ensure that each adult knows which students 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 students assigned to them;
- ◆ ensure that all adults and students are aware of the expected standards of behaviour.

It is good practice for each supervisor to:

- ◆ have a reasonable prior knowledge of the students including any special educational needs, medical needs or disabilities;
- ◆ carry a list/register of all group members;
- ◆ directly supervise the students (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 mobile phone numbers of other members of staff supervising on the trip.;
- ◆ anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the students 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 students 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 student 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 students should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- ◆ carry a list/register of all students and adults involved in the visit at all times;



- ◆ ensure that students are readily identifiable, especially if the visit is to a densely populated area.
- ◆ avoid identification that could put students at risk e.g. name badges
- ◆ ensure that all students are aware of rendezvous points;
- ◆ ensure that all students know what to do if they become separated from the group. ie they have the activity leaders mobile phone number and the emergency contact number and they know where the meeting point is. Students with a low level of English should have the contact numbers and meeting point and pick up times written down.

'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 students 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 students 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;
- ◆ students 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;
- ◆ 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.



Travel

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

- ◆ transport by road has seat belts and that the students wear them;
- ◆ there is adequate supervision at all times when travelling;
- ◆ supervisors are reserved seats that allow them to supervise properly
- ◆ students are supervised when boarding and leaving;
- ◆ standards of behaviour are met, and in particular that drivers are not distracted
- ◆ smoking/alcohol etc. bans are observed;
- ◆ students 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

Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring students face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The activity 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

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.;

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;



- ◆ activity 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 students 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 students 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 students away from the confines of the school. But the activity leader should resist any temptation to accept lower standards of behaviour. The different hazards that students 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;
- ◆ activity 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

By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. Activity leaders will:

- ◆ agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school and clear roles for the activity leader, school contact, principal 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;
- ◆ spend time explaining arrangements to the students ; provide them with your mobile number, the emergency contact number and show them the meeting point on arrival and check comprehension of meeting times.
- ◆ 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;
- ◆ ensure that all students ' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them;
- ◆ if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- ◆ in warm weather, keep fluid levels high, 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 students understand and follow the code of conduct;
- ◆ practice emergency drills e.g. evacuation of mini-bus;

Emergency procedures framework during the visit

If an emergency occurs on a school visit the activity 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 staff member 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 host families, guardians, parents can be reassured; action taken so far; action yet to be taken (and by whom);
- ◆ school contact should notify host families, guardians, 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);
- ◆ 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 the Board of Directors;
- ◆ 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 students 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. Activity 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 students and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;



- ◆ activity leaders should not normally allow students 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. In-water 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, activity leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, activity leaders should be aware that students might mingle with members of the public and be lost to view. Students 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 students ' 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 students ;
- ◆ be aware of the dangerous effects of sudden immersion in cold water;
- ◆ be aware of the dangers of paddling especially for young students ;
- ◆ ensure that students have not eaten (at least half an hour) before swimming;
- ◆ ensure the activity is suitable for the students , 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/>



FURTHER INFORMATION

Department for Education

[Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges \(DfE\)](#)

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>

