

Beormund Primary School

Policy and Procedure for Residential Trips And Educational Visits

Introduction

The school organises many educational visits, which are generally undertaken during the school day. Some school Residential involve overnight stays including 1-day, 3-day and 5-day visits. Our visits are to museums, farms, exhibitions, the seaside, adventure playgrounds, theatres and zoos and other places of interest as dictated by the demands of the curriculum and the children's needs for a wide range of social experiences. We regard these journeys and curriculum visits as a very important part of the child's general education.

Organisation

Visits and journeys are usually planned well in advance. Occasionally an opportunity is offered to the school at short notice. The member of staff in charge (group leader) thoroughly researches the visit beforehand. When this is not possible they try to get information from a teacher who has already visited. Planning is especially important if an overnight, or adventurous activity trip is planned. A risk assessment must be carried out.

The teacher considers carefully the means and times of transport. The special educational needs of our pupils are taken into account and we make every effort not to expose them to temptations or frustrations with which they cannot cope. This requires careful judgement and planning. All other adults going on the visits are consulted in the planning process. If staff of the host place are required to work with the children we inform them of the nature of the children's difficulties while assuring them of adequate supervision from school staff. We make sure to give other staff adequate notice of the visit including the office staff who will have to order fewer school dinners or make other adjustments to usual routines.

Approval

The approval of the Head, or in his/her absence that the deputy head and Educational Visits Coordinator is obtained for all journeys and visits. If an overnight visit is contemplated the approval of the Governing Body is obtained. A form of authorisation from the Head and Governing Body is sent to the Education Department where the appropriate education officer signs it. The school complies with the Authority's regulations.

The approval of parents is always sought and they are advised of any risks.

Staffing and Responsibilities

Each school should have an allocated Educational Visits Co-ordinator who is trained. The appointed Educational Visits Co-ordinators at Beormund is Steve Sleat and Wayne Thornton.

The functions of the EVC are to

- liaise with the employer to ensure that educational visits meet the employers requirements including that of risk assessment;
 - support the head and governors with approval and other decisions;
 - assess and assign competent people to lead or otherwise supervise a visit. This may include practical observation or verification of experience;
 - organise through induction of leaders and other adults taking pupils on a specific visit;
 - make sure Criminal Records Bureau disclosures are in place as necessary;
 - work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis;
 - organise the emergency arrangements and ensure there is an emergency contact for each visit;
 - keep records of individual visits including reports of accidents, 'near-accidents' (sometimes known as 'near misses')
 - review systems and, on occasions, monitor practice
 - make any special arrangements required for pupils with additional needs.
- The group leader of any E.V. has to be able to justify competency to lead an E.V. and therefore could be any competent member of staff. Except on any residential trip, as teacher is required but not necessarily as the group leader.
 - The group leader has a 'duty of care' over the children on the E.V. This duty of care will change temporarily between staff during an E.V. depending on the situation. The duty of care can even pass to a service provider e.g. climbing instructor temporarily. The group leader will always hold an overall pastoral duty of care during an E.V. The expectations are that as professionals the level of care provided by staff now extends to a *higher* standard of care than an ordinary reasonable parent.
 - Every E.V. must have an appointed first aider with a 'good working knowledge of first aid' except for residential and adventurous activities, which must have a fully qualified first aider. There should also be access to a first aid kit on every E.V.
 - All adults on an E.V. must be CRB cleared, (including parents)

The group leader is responsible overall for the group at all times and has a 'duty of care'. In delegating 'duty of care' and supervisory roles to other adults in the group, it is good practice for the group leader to:

- allocate supervisory responsibility for a group of named pupils to each adult;
- 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 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;

- ensure that adults are aware of timings and meeting points and of what to do in an emergency.

Supervision

School journeys and educational visits are an extension of school activities. All members of staff responsible for supervising act towards the pupils as careful parents would towards their children in those circumstances. This includes responsible precautions for their safety.

Levels of Supervision

The level of supervision for each journey cannot be laid down exactly. However, as a rule there will be two adults with each class group one of whom is usually a teacher. The Head will decide on the appropriate level of supervision.

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 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;
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of the hazard before the pupils do, and acting promptly to reduce the risk;
- 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.

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 of the school uniform can help identify group members more easily;
- avoid identification that could put pupils at risk but instead use a system such as providing pupils with badges or name bracelets displaying the name of the school or hotel and an emergency contact number
- ensure that all pupils are aware of the rendezvous points;
- ensure that all pupils know what to do if they become separated from the group.

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. 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 in the final stage of a phased development;
- pupils will be familiar with the rendez-vous points and the times of rendez-vous;
- 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 groups progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and will be able to reach the group reasonable 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.

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 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 the 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.

The group leader should make sure all children are accounted for.

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, it is not 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:

- 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 pupil's accommodation;
- there is a teacher present on that floor whenever the pupils are there;
- child protection arrangements 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 should be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors should be lockable but staff should 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.

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 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;
- standards of behaviour are met, and in particular that drivers are not distracted;
- smoking/alcohol 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 and onto transport.

Information for Parents

On the first day of a pupil's admission the parent/carer is advised of the routine school trips like visits to libraries, churches, museums, swimming etc. and is asked to sign a form giving general approval for such trips. In these cases, no further consent is needed.

However, where all-day trips are planned the teacher in charge informs parents and gets their consent. Parents/carers are given full information about what is involved in the trip and the purpose of the trip:

- times of departure and return;
- educational purpose;
- amount of pocket money;
- cost of suggested donation;
- what staff are involved;
- contact phone numbers;
- extra insurance cover if necessary.

Any money collected will be given to the school office.

Visits Involving Hazardous Activities

The school organises 'Outdoors Pursuits' journeys to various residential settings. The approval of the Education Authority and to Governing Body is sought before organising such expeditions. The booklet "Safety in Outdoor Pursuits" is consulted and followed in such cases. However, in organising any educational visits teachers are careful to assess any extra risks and consult the Head/Deputy/SLT about staffing ratios. In such cases the parents will be advised of the risks and the measures being taken and their consent obtained. A risk assessment is produced before embarking on any trip.

Ongoing 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.

Briefings will take place each night to debrief and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

The School Mini-Bus

The school mini-bus is used for many of our educational trips. The mini-bus is kept in good working order. It gets an annual service. Before any trip the driver checks that the mini-bus is in good working order and reports any defects to the Head and Premises Manager who has responsibility for its maintenance.

There are seat belts in the mini-bus and children are expected to wear them. There are a set of rules relating to the mini-bus which they are expected to keep

Emergency Procedures

By their nature, emergencies are usually unexpected. 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 staff members of the group know what action to take if there is a problem;
- hold evening briefings with supervisors to discuss issues for next day;
- spend time early the next morning explaining arrangements to the pupils;
- have, or ensure that other adults in the group have 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;

Extract taken from Guidance on First Aid for Schools, paragraph 60

<http://www.teachernet.gov.uk/firstaid>

The HSE recommend that, where there is no special risk identified, a

minimum stock of first-aid items for traveling first-aid containers is:

- A leaflet giving general advice on first aid.
 - Six individually wrapped sterile adhesive dressings;
 - One large sterile un-medicated wound dressing - approximately 18cm x 18cm;
 - Two triangular bandages;
 - Two safety pins;
 - Individually wrapped moist cleansing wipes;
 - One pair of disposable gloves.
 - Equivalent or additional items are acceptable.
 - Additional items may be necessary for specialised activities”.
- ensure that all pupils’ medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handling them;
 - recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep, too much sun.
 - practice emergency drills e.g. evacuation of mini-bus;

Advice on Specific Activities:

Coastal Visits

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 be kept 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

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 pupil's 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, harbormaster, police or tourist information office;
- beware of rocks, breakwaters and other potential hazards;
- ensure children are appropriately dressed and undressed to swim;
- 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 a distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular headcounts;
- be aware that it is not always possible to tell when someone is in difficulties;
- ensure appropriate staffing levels in water (and on land).

Supervisors should:

- have clear roles – at least one supervisor should always stay out of the water for better surveillance, even when lifeguards are on duty;
- take up a best position from which to exercise constant vigilance;
- divide their careful watching between staff who stand in the sea and look 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;
- 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 – this could suggest the onset of hypothermia;
- recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be used in trying to keep afloat.

It is good practice for the group leader or other 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 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 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 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 and 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 without first washing them;
- eat or drink while going around the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from taps (other than in designated public facilities);
- touch animal droppings – if they do then wash and dry hands;
- ride on tractors or other machines unless a specific activity has been arranged and supervision is adequate;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks; slurry pits etc.

This policy was implemented in June 2002.

It was reviewed in March 2004, March 2006, March 2008, November 2010, And November 2012

It will be reviewed in November 2013.

FURTHER GUIDANCE

Department for Education and Skills

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

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

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

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 farm: 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 center; five steps to risk assessment (£4.50)

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

Managing Health & 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 & Health – tel: 0116 257 3100). This has a model risk assessment for a sponsored walk.

Adventure activities centers: 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: 10932 252994 www.baha.org.uk

Get Safe for Summer – Amateur Swimming Association. www.asaawards.co.uk

Safe Supervision for Teaching and Coaching Swimming. Amateur Swimming and 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 in 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 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.org/.

Guidance is produced by many of the voluntary youth organizations.

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 020 7918 3954 and the website is at www.tfl.gov.uk/schoolparty. The general 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/scheme/ownbrand/examined/offiste/Offindex/htm>

This policy was drawn up by staff, Governors and the inspector in April 1997 and was reviewed in Autumn 1999. It was rewritten in March 2004. It will be reviewed in March 2006.