

## Minsthorpe Community College

# OFF SITE LEARNING POLICY

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Approved by Governors July 2015

### Equality Statement

Minsthorpe Community College values diversity, and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment - for staff, students and visitors.

### Equality Impact Assessment (EIA)

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

### EIA outcomes

No areas of potential negative impact were found and actions resulting in positive impact are in place where appropriate.

Policy last reviewed:	Due for next review:	EIA:	Role Responsible:
March 2018	June 2021	June 2015	Assistant Principal, Student Wellbeing & Safety

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## 2. Statement of Intent

Minsthorpe Community College recognises the value of Educational Visits, Learning Outside the Classroom (LOtC) and other Outdoor Education as an important tool in the delivery of high quality education and personal development. As stated in the DFE Learning Outside the Classroom manifesto (2006) *“Learning outside the classroom is not an end in itself, rather, we see it as a vehicle to develop the capacity to learn ..... good quality learning outside the classroom adds much value to classroom learning”*.

These opportunities also help students to develop their risk awareness and prepare them for their future working lives. However, off-site learning puts great demands upon colleagues responsible for off-site learning opportunities and requires very careful organisation. The College also recognises the statutory duties and responsibilities it has with regard to the health and safety of its employees and students. It is the intention of the College to discharge these duties in a way that minimises bureaucracy and reduces teacher’s fears of legal action whilst ensuring safe, high quality educational opportunities are available to young people.

This policy has two main aims:

- To promote off-site learning as a worthwhile, invaluable learning opportunity for our students.
- To ensure that any off-site learning is well-organised, recognising that the safety of all those involved is of paramount importance.

**Safe practice** has two main components:

- i) the responsibilities of the staff members acting, with young people, in loco parentis and for the safety of all participants, whatever their age;
- ii) the participants, in the case of young people, who as part of the process of education should learn about the principles of safety as applied to themselves and to the care and well-being of others.

**Colleagues must realise that the information in this policy must be adhered to, in order to avoid placing anyone in the unenviable position of facing criminal prosecution.**

The Outdoor Education Advisers Panel (OEAP) is recognised as the body of experts for outdoor education, LOtC and educational visits by the Department for Education. This policy is in line with the National Guidance issued by OEAP which is based on advice from the Health and Safety Executive.

### **3. Scope and Remit**

#### **3.1 This Policy Applies To:**

This policy applies to the delivery of all and any activity defined as an Educational Visit or Learning outside the classroom (excluding those in paragraph 3.3 below) and to all staff employed by Minsthorpe Academy Trust whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base e.g. the College site;
- direct supervision of young people undertaking experiences that fall within the scope of Learning Outside the Classroom or involves one or more potentially risky activity not normally encountered within the grounds of the College;
- facilitating experiences for young people beyond the boundary of their normal operational base including work contracted on the College's behalf;
- deployment of staff supervising or facilitating experiences of or for young people beyond the boundary of their normal operational base e.g. the College site.

This applies regardless of whether or not the activities take place within or outside of College hours, weekends and / or holiday periods. It applies to activities that are part of the Curriculum provision, Curriculum enrichment or extended provision. Visits taking place during College hours would usually be linked to the taught curriculum.

This policy should be read in conjunction with a number of College policies, including the:

- Student Code of Conduct
- Staff Code of Conduct
- Safeguarding Child Protection Policy
- All e-safety policies
- PE Risk assessment policy and procedures.

### 3.2 Clarification of the Term “Off-Site” Learning

All off-site visits will fall into one or more of the following categories:

#### **Residential (classed as a high risk visit):**

Visits or activities in this country that last more than 24 hours.

- They include overnight accommodation.
- Examples: Summer Programme visits, Year 7 Residential visit.

#### **Overseas (classed as a high risk visit):**

Visits to any place outside Great Britain.

- They may include overnight accommodation & journeys involving air or sea travel outside of the British Isles.
- Examples: ski-trips; visits to France/Spain/Germany.

#### **Adventurous – lead by an external provider (including hazardous location around / near natural water) (classed as a high risk visit):**

Day visits, trips and ventures that involve students participating in adventurous activities lead by external providers e.g. Water sports holiday, Year 7 Residential visit.

#### **Adventurous – lead by school / establishment staff (including hazardous location around / near natural water) (classed as a high risk visit):**

Day visits, trips and ventures that involve students participating in adventurous activities lead by fully qualified College staff e.g. Duke of Edinburgh Award visits. Fishing, Coastal Field Trips.

- Refer to the Assistant Principal for further clarification.

#### **None of the above (classed as a low risk visit):**

Activities (which may be linked to the Curriculum) that

- Are likely to take place on a regular basis
- Pose minimal risk
- May occur mainly within college hours
- Examples: work-related curriculum visits, Theatre visits, Rewards Trips, University day visits.

### 3.3 Exceptions:

- Where students access their education on a split / third site, e.g. movement from one site to another does not constitute an educational visit.
- Work experience as defined in the publication "Work Experience: a guide for secondary schools" (DfES 2002). Unless an educational visit occurs as part of the work experience.

#### **4. Primary Legislation and Regulation**

This policy is intended to ensure compliance with:

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Children Act 2004
- Childcare Act 2006
- Due regard to Health & safety: Advice on legal duties and powers for local authorities, school leaders, school staff and governing bodies (DfE 2012) and the Outdoor Education Adviser's Panel: National Guidance. The College adopts, as part of the Service Level Agreement contracted with Wakefield Council, their policy entitled 'Policy for the Management of Educational Visits and Learning Outside the Classroom'.

#### **5. Roles and Responsibilities**

##### **5.1 GOVERNING BODY OF MINSTHORPE ACADEMY TRUST**

The role of the Governing Body Trustees is to:

- agree to a policy and procedures for the management and delivery of off-site activities, which complies with relevant regulations and guidelines;
- give approval for all activities. Approval would usually be obtained by the Principal once the Assistant Principal for Student Wellbeing and Safety has approved the visit;
- satisfy themselves that risk assessments are carried out, appropriate safety measures are in place and that training needs have been addressed;
- ensure that all reasonable and practicable measures are taken to include on visits students with special educational / medical needs / disabilities;
- receive an annual report from the Assistant Principal, Student Wellbeing and Safety;
- ensure appropriate safeguarding and child protection procedures are in place, including vetting at an appropriate level all staff and voluntary helpers as required by current legislation and best practice.

##### **5.2 Wakefield Council (LA)**

As part of the Service Level Agreement contracted with Wakefield Council, the LA and Minsthorpe Academy Trust have a joint responsibility:

- To provide guidance on a written policy and guidance for staff and to ensure that this is implemented and adhered to.
- To provide access to specialist staff for advice.
- To provide generic risk assessments and to assess the risk management procedures of schools and other providers.
- To provide appropriate training and ongoing advice and guidance to establishments' educational visits coordinators (EVCs).
- To help EVC's ensure leaders of visits are competent to fulfil their role and to ensure training needs have been addressed.
- To assess proposals for residential visits, those involving adventure activities, visits abroad and visits to potentially hazardous locations (e.g. coast and inland water) and give approval or reject the proposal.
- To monitor the practice of schools and establishments in relation to educational visits
- To provide a 24-hour emergency telephone contact and support for critical incidents

### 5.3 PRINCIPAL

The role of the Principal is to have ultimate responsibility for the Offsite Visits Programme offered throughout the college. The Assistant Principal with responsibility for Student Wellbeing and Safety acts as the Educational Visits Co-ordinator (EVC) however the Principal carries out a final quality assurance check of all visits.

### 5.4 ASSISTANT PRINCIPAL, STUDENT WELLBEING AND SAFETY - EDUCATIONAL VISITS CO-ORDINATOR

The role of the E.V.C. is to:-

- Have overall responsibility to ensure that the procedures set out in the Offsite Learning Policy & Procedures document are rigorously followed.
- Liaise with the Governing Body producing an annual report and obtaining approval for all visits.
- Serve as a source of advice for staff.
- Keep up to date with developments, attending relevant meetings and training sessions.
- Be responsible for ensuring relevant staff have received appropriate training and are up to date.
- Ensure that any external activity providers are scrutinised and that any company providing adventurous activities is licensed for the activities being provided.
- Liaise with any other members of the Leadership Team responsible for Emergency Procedures.

### 5.5 GROUP LEADER

The role of The Group Leader is to:-

- **Ensure that the policy and procedures included in the College's Offsite Learning Documents are rigorously followed.**
- **Ensure that the EVC is informed of any changes to the visit details submitted in the relevant documentation on Evolve.**
- To liaise with the Assistant Principal with responsibility for Student Safety and Wellbeing.
- obtain permission from the EVC for the visit to take place.
- Appoint a deputy. Clearly define each group/supervisor's role and ensure all tasks have been assigned.
- Be able to control and lead students of the relevant age range.
- Be suitably competent to instruct students in an activity and be familiar with the location centre where the activity will take place.
- Be aware of safeguarding and child protection issues, including professional conduct of all staff supporting the visit. Ensure that prompt contact is made with the DSL and Principal as appropriate with any noted concerns in line with College Policy and procedures.
- Ensure that adequate first aid provision will be available;
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents.
- Initiate the production of emergency contact lists and any other information required by the College and ensure the appropriate persons within College have copies.
- Undertake and complete comprehensive risk assessments.
- Review regularly undertaken visits/activities and advise the EVC where adjustments may be necessary.

- Ensure that teachers and other supervisors are fully aware of what the proposed visit involves.
- Have enough information on the students proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure that the ratio of supervisors to students is appropriate for the needs/ activities of the group including during “social” activities
- Consider stopping the visit if the risk to the health and safety of the students is unacceptable and have in place procedures for such an eventuality.
- Ensure the group supervisors have details of the College contact.
- Ensure the group supervisors and the College contact are aware of the College’s emergency procedures.
- Be aware of any declared disability (student or adult) and make reasonable adjustments to ensure the fullest participation possible.
- Ensure that the group’s teachers and other supervisors have the details of student’s special educational or medical needs which will be necessary for them to carry out their tasks effectively.
- Monitor delegated responsibilities to ensure they are carried out effectively.
- Liaise with parents. Provide written information to parents that includes the aims of the visit, dates, times, costs, staffing arrangements, methods of travel, clothing requirements, pocket money advice, emergency contact arrangements, arrangements for students free time and insurance provisions.
- Be responsible for financial aspects of the visit even if this is delegated.
- Ensure that there is a contingency plan, covering such things as staff illness and the need to change routes or activities during the visit.
- The Group Leader will also act in *loco parentis* in all matters relating to the visit. It should be noted that, in practice, the law may demand a higher standard of care from a leader than from a parent.

## ***Policy for the Management of Educational Visits and Learning Outside the Classroom 2015***

### **5.6 LEGAL POSITION OF THE GROUPLADER**

Organiser/leaders should be reassured to know that, although they may carry out delegated tasks on behalf of the school, the employer (Minsthorne Academy Trust) retains ultimate responsibility.

The Group Leader has the same health and safety responsibility that he/she has during a normal teaching day, i.e. to do all that is reasonably practicable to ensure:

- The health and safety of students in their charge.
- The health and safety of others.
- His/her own health and safety.

The difference is that educational visits are not usually ‘normal’ and therefore require specific planning and organisation.

***By following College policies and undertaking appropriate training, a leader will be demonstrating that he/she is acting as a ‘reasonable teacher’ would in the circumstances.***

One person per visit should be identified as having overall responsibility for planning the visit and the welfare of the group. This person will be known as The Group Leader. They must have the necessary experience and competencies to undertake the following:

- Identify where external adventurous activity providers are licensed, and where any provider is not licensed to undertake suitable checks to ensure the competency of that provider.
- Scrutinise host families prior to exchange visits and be aware of the procedures in foreign countries with regard to vetting their suitability and criminal background. Appropriate procedures may be in place in the host school or agency involved with exchange visits.
- Define the roles and responsibilities and brief each group supervisor and/or helper.
- Identify one or more Deputy Leader(s) where visits either extend beyond the school day or where the numbers of students undertaking the visit require additional support (e.g. if two coaches are used to transport students to an event).
- Ensure any Deputy Leader is competent to fulfil the role and is able to take over from the Group Leader at any given time (note – a Deputy Leader should normally be a teacher, however, depending on circumstances it may be another appropriately experienced adult).
- Ensure all other supervisors and helpers are fully informed of the content of any risk assessments, are briefed regarding emergency procedures and are informed of any medical or special educational needs of students and colleagues within the group.
- Ensure that all students within their group are informed of the safety measures required. For low risk activities this may include only giving verbal instructions. Where this occurs it is advised that at least one other responsible adult is present to confirm that instructions were given and to whom.
- Ensure the activities are suited to the age, aptitude, and experience of the students.
- Ensure instructions are clearly identified regarding free time for students – levels of supervision must be assessed taking students' age, maturity, anticipated behaviour and the general location into consideration. Such an assessment should consider how students behave both separately and within peer groups.
- Supervision must always be provided for any primary school pupil.
- If a Principal/EVC chooses to be the Group Leader, approval for the visit, regardless of level of risk, should be sought from the Governing Body.
- Where a Principal/EVC accompanies a group, to avoid confusion they must follow the instructions of the Group Leader.

## **5.7 ACCOMPANYING STAFF**

Any accompanying member of the teaching staff:

- Is responsible to the Group Leader for the health and safety of the whole group.
- Should consider stopping the visit or the activity, notifying the Group Leader, if they think the risk to the health or safety of the students in their charge is unacceptable.
- Follow Child Protection and Safeguarding Policies and Procedures by promptly reporting any concerns to the DSLs or Principal as appropriate e.g. a concern in relation to staff conduct.

## 5.8 STAFF'S CHILDREN

- Staff should not be accompanied by their own children without the specific agreement of the appropriate Assistant Principal.
- Where staff are accompanied, their children should be of a similar age and ability as the rest of the group.
- If a staff member's child takes part in the visit they should be counted within the student numbers for supervision ratios.

## 5.9 VOLUNTEERS

Any volunteer taking part in an offsite learning activity:-

- Is responsible to the Group Leader for the health and safety of the whole group.
- Must be clear about their role and responsibilities during the visit.
- Must not be left in sole charge of students, except where it has been previously agreed as part of the risk assessment and appropriate child protection procedures are in place.
- Must speak to the Group Leader or other teacher supervisors if they are concerned about the health and safety of students at any time during the visit.

## 5.10 STUDENTS

With regard to any student involved in any offsite learning activity:-

- They must be made fully aware of their responsibilities to themselves and to the group as a whole as representatives of the College.
- For all practical purposes students under the age of 16 years must be regarded as wholly dependent on their parents and on official visits the Group Leader and group supervisors will act 'in loco parentis'.
- Regarding students 16 years or over, the law would assume that they are able to take reasonable decisions regarding their own actions. At Minsthorpe the same procedures and expectations apply to all students from Years 7-13.

### **It must be made clear beforehand that they must:-**

- Follow the College's Code of Conduct wherever they are, whenever they take part in a visit away from the College.
- They must understand exactly the high standards of behaviour which will be expected of them. Lack of control and discipline can be a major cause of accidents.
- Students whose behaviour is such that the Group Leader is concerned for their safety or that of others, should be withdrawn from the activity. On the residential visits the Group Leader will need to decide whether the students/s should be sent home from the visit early. If there is insufficient supervision to allow this to happen and if the parent is unable/unwilling to collect their son/daughter a decision must be made as to whether the students/s can be excluded safely from activities; required to accompany everyone else but not take part in an activity or whether the entire visit must be curtailed.
- Not take unnecessary risks.
- Always follow the instructions of the Group Leader and other supervisors regarding such things as safety, behaviour, punctuality, dress, manners, cleanliness, and work.
- If abroad be sensitive to local codes and customs.
- Look out for anything that might hurt or threaten them or anyone in the group and tell the Group Leader /supervisor about it.
- Should be encouraged to take on challenges e.g. during adventurous activities, but should not be coerced into activities of which they have a genuine fear.

Students on Residential Visits should meet regularly as a group before the visit to establish expectations and develop a group identity. Activities could be e.g. information passing; dry ski slope visits; passport photographs; discussing rooms. A final meeting the day before the visit is useful to give any last minute details and reminders.

### **5.11 INFORMATION TO STUDENTS**

Group Leaders should decide how information is provided and ensure key safety information is understood. The list below is a suggested list of information which should be given to students as appropriate for the visit. The list is not exhaustive.

- The aims and objectives of the visit/activity.
- The background information about the place to be visited.
- Basic foreign words where appropriate.
- Relevant foreign culture and customs.
- How to avoid specific dangers and why they should follow rules.
- Why safety precautions are in place.
- Why special safety precautions are in place for anyone with disabilities.
- The standard of behaviour expected from students.
- Appropriate and inappropriate personal and social conduct including sexual activity.
- Who is responsible for the group.
- What not to bring back either within the UK or from abroad such as drugs, knives etc.
- What to do if approached by anyone from outside the group.
- Rendezvous procedures.
- What to do if separated from the group.
- Emergency procedures including contact and communication whilst on the visit – Use of College Mobile Phone for high risk visits. Please DO NOT Issue your personal mobile number in order to prevent any safeguarding issues.

### **5.12 PARENTS / CARERS**

Parents /Carers have a responsibility to:-

- Provide the Group Leader with requested information such as medical conditions, disabilities, emergency contact numbers, written consent and inform the Group Leader of any changes to the information provided.
- Help to prepare their son/daughter for the visit by for example, re-enforcing the visit's Code of Conduct or withdrawing them if they are not prepared to accept it.
- Support the Group Leader/supervisors by agreeing to arrangements when students behave inappropriately, including sending a student home early and if necessary, meeting the cost or collecting the student from the location of the visit.
- Attend appropriate Parents' Evenings.
- Check fully the details requesting clarification from the Group Leader/other supervisors where appropriate.
- Stress to their son/daughter the importance of never doing anything which will put him/her or any other member of the group in any danger.
- Make appropriate arrangements for the collection of their son/daughter on the groups return.

### 5.13 INFORMATION FOR PARENTS / CARERS

1. The initial letter to parents must include information about such things as:-

- a. The dates and times of departure and return.
- b. Full details of activities undertaken and the programme.
- c. Accommodation details including security.
- d. Total cost, including the holiday, insurance, pocket money, hire/purchase of necessary clothing/equipment.
- e. A payment schedule, with specific dates.
- f. The name of the Group Leader and other adults involved.
- g. The right to review the placement of any student in relation to behaviour, poor attendance or risk.
- h. A permission slip, with the details about the required deposit.
- i. Travel arrangements.
- j. A statement for visits to high risk locations e.g. major cities indicating the likely inability to refund payment if a parent wishes to remove their child from the visit due to perceived risk.

Please see draft documents and liaise with Admin Team Leader if you have any questions about the construction of the above document.

2. Throughout the planning stages, parents should be updated about any relevant information or changes in the planned programme e.g.; the reasonable adjustments made to accommodate disability

3. Parents' Information Evening for Residential Trips:- Please ensure Main calendar booking form has been completed to secure the evening and timings.

- a. This is best held three to four months beforehand. A written invitation, with a reply slip, is usually sent via students.
- b. All staff on the journey should be involved in the planning of the evening and will usually be present at the meeting.
- c. The Assistant Principal or another senior member of staff will attend.

4. Possible format for the evening:-

- a. Welcome by the Assistant Principal or leadership team member present /Group Leader and introduction of the staff involved.
- b. Staff roles explained.
- c. Insurance cover explained.
- d. Representative or itinerary from the tour company to give brief outline.
- e. Video's/photographs of any previous or similar trips to be shown.
- f. Explanation of the arrangements for changing foreign currency.
- g. Explanation of the high standards of behaviour which will be demanded, including no smoking and no drinking of alcohol.
- h. Explanation of the possible sanctions, e.g. missing entertainment, missing ski lessons, informing parents over reverse charged calls, sent home early and parent responsibility to organise this.
- i. Details of the programme, including exact departure times if these have been confirmed, and confirmation of a safe arrival.
- j. Clarify arrangements for the return, e.g. setting up a telephone chain, students using mobile phone on return to England to advise of amended arrival times.
- k. Pro-forma to be completed during the meeting, detailing relevant information e.g. swimming ability for the Water sports Visit.

- l. Arrangements in case students have to be sent home early.
- m. Arrangements so that parents can contact the group in case of home emergency e.g. College mobile number for use during the visit, please do not issue personal mobile phone numbers to parents or students.

5. Information Brochure – this should contain information such as:-

- a. Full itinerary
- b. Address at the resort
- c. Hotel telephone number
- d. Tour operator's name, address and telephone number
- e. Details of behaviour demands and sanctions available
- f. Clothing and equipment list
- g. Background information about the country and resort
- h. Currency details
- i. Arrangements for return.

## **6. PROVISION OF EMPLOYER GUIDANCE MCC Health and Safety Policy and the Staff Code of Conduct.**

It is a legal expectation that employees must work within the requirements of their employer's guidance; therefore employees must follow the requirements of "Wakefield Council's Educational Visits Guidance", as well as the requirements of this Policy Statement.

Where an employee commissions an activity that constitutes an educational visit, they must ensure that the commissioned agent has either:

- Adopted Wakefield Council policy and guidance
- or
- Have systems and procedures in place where the standards are not less than those required by Wakefield Council.

The LA guidance is available at <http://wakefieldvisits.net>

## **7. EQUAL OPPORTUNITES**

Every effort should be made to ensure that visits are available and accessible to all who wish to participate. Minsthorpe Community College values diversity, and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment - for staff, students and visitors. All young people should be encouraged to take part in as wide a range of activities as possible.

Students with specific educational or medical needs may only be excluded from any trip or visit after every reasonable effort has been made to enable them to participate. It is highly unlikely that a student will not be able to take part in a visit. However, adjustments made for individuals should not impinge unduly on the purpose or safety of the visit. Certain parts of a visit may be more difficult to adjust e.g. with higher risk activities– the student and parents/carer must be made aware of the implications. This statement does not apply to non-participation on the grounds of a student's poor behaviour. It does apply to both compulsory and voluntary visits.

The SENDCO is available for further advice regarding strategies to consider for those students with S.E.N.D

**Colleagues are reminded that under the Equality Act 2010, when staff know about a disability, reasonable adjustments must be made to enable the fullest possible participation.**

## **8. FINANCIAL PLANNING**

The efficient management of visit deposits, cash or other valuables on educational visits is crucial. Leaders will be aware that they are dealing with other people's money and that uninsured loss would not be covered. The following advice and references are intended to help Group Leaders manage financial matters legally and effectively.

### **8.1 SELECTION OF OPERATOR OR COMPANY**

In view of the substantial number of liquidations in the travel industry in recent years, it is essential that organisers select operators bonded with the Association of British Travel Agents (ABTA), Association of Independent Tour Operators or The Schools & Groups Travel Association or those able to provide financial security through other means.

### **8.2 SECURITY OF DEPOSITS AND ACCOUNTING**

Group Leaders will frequently have to act as agents for the college in the collection and accounting of parental contributions.

They should, at the early planning stage, familiarise themselves with the College's **internal** arrangements, available from the Finance Office. It is particularly important to:

- have specific times for collection and receipting of deposits and to avoid ad hoc arrangements;
- avoid any involvement with the individual Group Leader's personal bank account, however convenient this may appear;
- ensure simultaneous recording/receipting of amounts collected.

### **8.3 CHARGING FOR VISITS – LA ADVICE**

In schools the education provided wholly or mainly during school hours is free. This means that Principal/EVCs may not impose a charge on parents for any visit that occurs during school hours. A voluntary contribution may, however, be asked for. Parents should be made aware that the contribution is not compulsory, and the children of parents who do not contribute will not be discriminated against. It is permissible to ask parents to contribute more than the minimum amount in order to subsidise those students whose parents have not contributed or who are not able to contribute. In the last resort if sufficient contributions cannot be raised and the shortfall cannot be made up, the visit may have to be cancelled.

The Principal/EVC may, however, charge parents for board and lodging on residential visits as well as the full costs when a visit is deemed to be an 'optional extra'.

An optional extra:

- Falls wholly or mainly outside school hours
- Does not form part of the National Curriculum
- Is not part of a syllabus towards a Prescribed Public Examination
- Is not in scope of statutory requirements relating to religious education.

Under the above definition a ski trip during the school holidays would be an optional extra.

The Principal/EVC should obtain the parents' agreement to meet the costs of an optional extra visit before it is planned in detail. Charging parents for an optional extra visit may not include an element of subsidy in respect of other students whose families do not meet the full charge.

On residential visits that are not optional extras, or which take place during school hours, some parents, in receipt of certain state benefits, may be eligible for board and lodging costs being remitted. Parents should contact their local Jobcentre Plus for further advice.

It is important that the group leader planning any visit, but particularly a residential visit, has given careful consideration to financial planning. This includes:

1. Ascertaining all costs at the earliest possible stage of planning
2. Agreeing the budget for the visit with the finance office
3. Agreeing a payment plan with the finance office before sharing this with parents
4. Ensuring that parents are encouraged to use the Squid payment system.

Letters to parents state that the required deposit is 'non-refundable', however, it is not ethical for the college to retain deposits in the following cases:

- If the college has not yet paid a deposit to a 3<sup>rd</sup> party, i.e. travel company.
- If another student can take the place of the student no longer participating in the visit & will therefore pay the deposit.

However, the deposit is non-refundable if the college is unable to recoup the costs of this deposit. In rare cases when a student is removed from the visit at a late stage and the full cost of the visit has been paid to a third party, the parent will not be refunded the deposit, but any other payments will be refunded by the college (Pastoral Budget).

## **9. APPROVAL AND NOTIFICATION**

All educational visits / activities and LOtC must be authorised by the Principal. Appropriate records need to be kept about what visits have been authorised and by whom.

Under the Service Level Agreement that Minsthorpe holds with Wakefield Council, the LA cannot approve a visit as the staff are not LA employees. In this situation approval for a visit is deemed to have come from the Principal /Academy Trust / senior leader. Visits should be submitted to the LA for review as described in the College's Offsite learning Procedures Document. These visits will be reviewed in the same way as visits for LA establishments and recommendations will be made as appropriate. Visits may be marked as approved to indicate that they have been reviewed and subject to any recommendations, based on the information presented, are considered to be in line with the LA's policy and guidance. It is the responsibility of the establishment Principal / Academy Trust / senior leader to ensure that any recommendations are implemented.

The categories of visits which must be submitted to the LA for review on Evolve include:

- Visits outside the UK
- Residential Visits
- Adventurous activities or activities in a dangerous environment where the activity will be led by an external provider or a member of staff from the establishment.

If there is any uncertainty over whether a visit should be submitted to the LA then the default action should be to submit or seek clarification from the Outdoor Education Adviser.

**Visits that require LA review should be submitted not less than 9 weeks before the visits departure date on Evolve.**

**For full details on how to plan and apply for approval and undertake any visit, please see the College's Offsite Learning Procedures.**

## 10. RISK ASSESSMENT: GENERAL SAFETY ISSUES

Viewed in isolation, detailed regulations which attempt to cover every eventuality are no guarantee against misadventure. Within the general principles of safety it is essential to retain the spirit of adventure where appropriate.

Qualified or recognised leaders interpreting the particular circumstances of the visit are best able to apply detailed considerations of safety.

Group leaders should:

- Examine very carefully their reasons for wishing to organise/lead the activity. Personal ambition should not influence choices of venue, time of year, etc.
- Choose aims and objectives which are relevant to student and curriculum needs. These in turn will lead to correct choice of venue; time of year; equipment; prior training; group size, staffing levels etc.
- Recognise that safe practice is a consequence of good educational practice and should not be viewed in isolation.
- Ensure flexibility of programme to take account of weather; group disposition; staff illness, etc.
- Ensure that group size, staffing levels and experience are appropriate to the nature of the activity. External factors (e.g. student enthusiasm, staffing difficulty) should not be allowed to affect this crucial decision. If an increase in group size is unavoidable then the activity may need modification.
- Share their risk assessment with the staff and students prior to departure.

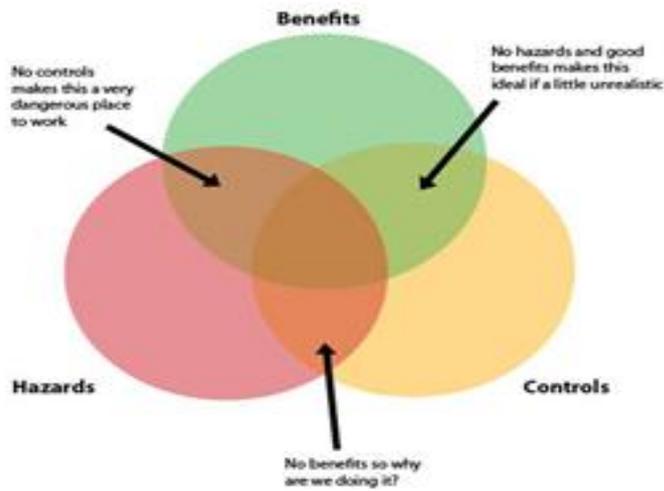
The leader for specific activities on a trip should:

- be operating well within his/her personal experience and abilities;
- be physically and mentally fit to lead the activity;
- understand and recognise the difference between situations of real danger and those of apparent danger as perceived by the student;
- accept that most incidents are avoidable;
- know the group, the particular environment and the resources. If any of these elements is unfamiliar then the leader will need to be particularly vigilant and may need to modify the activity;
- work at a level appropriate to the needs of the group, taking into account the abilities of the weakest members;
- understand the effect of likely weather change on the activity;
- monitor risks throughout the visit;
- in a dangerously deteriorating situation never be afraid of changing plans if this ensures the safety and welfare of the group;
- consider stopping the visit if the risk to health & safety is unacceptable and have in place procedures for such an eventuality;
- accept that there are some weather conditions and activities which are too dangerous to be educationally justified for young people;
- be aware of potential risk at all times; never underestimate local, commonplace situations;
- never presume to know all the answers.

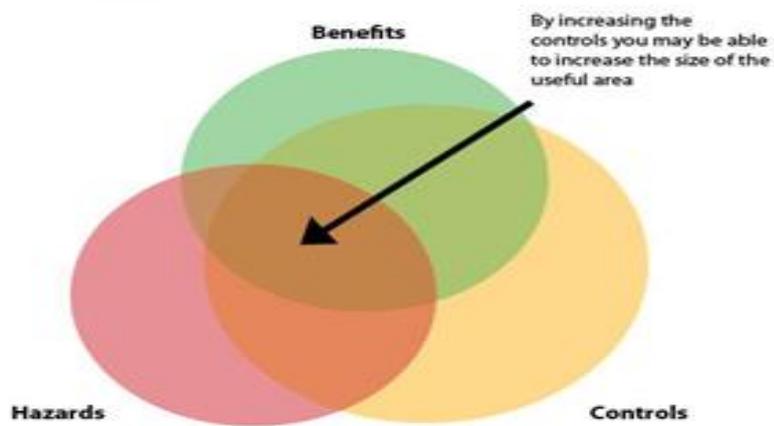
## Determining if a visit should take place

What are the visit objectives? What are the risks involved? What are the benefits?

### Risk/Benefit model



### Risk/Benefit model



## 10.1 Basic principles that must be followed.

- The hazards associated with the visit and activities are identified.
- The people who may be harmed and the way in which they may be harmed are identified.
- The risks arising from each hazard must be evaluated and existing precautions examined to decide whether they are adequate or need to be improved. Where no existing precautions are in place safety measures must be identified wherever a risk assessment shows the risk to be unacceptable.
- The findings of the evaluation above must be recorded in writing.
- The risk assessment must be reviewed and revised wherever there is any significant change to it. This will include any alteration to the members of the group undertaking the visit, alterations to the location to be visited; visits being made at a different time of year; alteration to any environmental conditions on the day the activity is to take place.

## 10.2 General Points

A risk assessment for a visit need not be complex but it should be comprehensive. It does not generally require technical formulae or professional health and safety expertise but specialised information for some visits may be necessary. Specialist advice is available through the Assistant Principal who would contact the Local Authority.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Students must not be placed in situations that expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can I put the safety measures in place?
- What steps will be taken in an emergency?

The following factors are important when assessing the risks:

- The type of visit/activity and the level at which it is being undertaken.
- The location e.g. high risk venues/cities/natural water/cliffs, routes and modes of transport.
- The competence, experience and qualifications of supervisory staff.
- The ratios of teachers and supervisory staff to students.
- The group members' age, competence, fitness, temperament and the suitability of the activity.
- The special educational or medical needs of students/disability of students.
- The quality and suitability of available equipment.
- Seasonal conditions, weather and timing.
- Emergency procedures.
- How to cope when a student becomes unable or unwilling to continue.
- The need to monitor the risks throughout the visit.

The risk assessment must be recorded on the appropriate risk assessment form obtainable from the appropriate Assistant Principal. The resultant procedures for the safe management of the group must be shared with all the teachers/supervisors on the visit. A copy will be kept by the Assistant Principal.

### **10.3 Types of Assessment**

Risk assessment is not static. Nor is it a 'one-off' procedure. All group leaders, at all times, will be assessing and reacting to any change in circumstance or condition, modifying and changing activities accordingly.

There are 4 types of assessment that are used:

- Generic assessment of the activities to be undertaken.
- Specific assessment of the sites and locations to be used.
- Ongoing assessment, once the visit has commenced.
- Decision making assessments whilst assessments are being carried out.

#### ***Generic Assessments***

Wakefield Education Cultural Services have produced a generic All Visits risk assessment (EV GRA1).

These can be amended by the Group Leader as is appropriate to the specific visit. If a Group Leader wishes to include any adventurous activity that is not covered by an existing specific assessment, they must first inform the Assistant Principal, as risk assessments from the venue / provider will be required.

The Group Leader should amend the forms as considered necessary, removing any reference to non-applicable items, starting with the EV GRA1 All Visits risk assessment as a template form, and adding activities / travel / accommodation etc. as required. Once complete the generic information held within the header and the footer should be deleted and the visit lead must sign and date the document (including a review date) to indicate that the Risk Assessment is completed.

#### ***Specific Assessments***

Wakefield Education Cultural Services have produced risk assessments specific to adventurous activities that it is reasonable to expect schools to undertake. The list of these risk assessments produced by Wakefield Education Cultural Services includes:

1. Farm visits
2. Canoeing & kayaking
3. Coast
4. Countryside (where main activity is walking)
5. Local site
6. Museums
7. Outdoor Centre (adventurous activities)
8. Residential abroad
9. Residential UK
10. River
11. Swimming Baths
12. Town/Villages e.g. Whitby, Hornsea
13. Travel and Transporting children
14. Accommodation
15. Upland areas (walking).

If a Group Leader wishes to include any adventurous activity that is not covered by an existing specific assessment, they must first inform the Assistant Principal, as risk assessments from the venue / provider will be required.

AALA Licensed providers will already have risk assessments in place. These can be used for evaluation purposes. Not all providers will have risk assessments in place e.g. theatre/museums but this does not exclude suitable enquiries being made e.g. facilities/arrangements for groups of students.

## ***On-going Assessments***

On-going assessments will use the written assessment(s) prepared prior to the visit taking place. They will require the Group Leader to check through and review the prepared assessments immediately prior to undertaking the activity or visiting the location. This must occur on the day the activity or visit takes place.

The Group Leader must recognise their responsibilities to intervene, raise their concerns or stop activities at any stage if they have concerns over safety standards of colleagues or providers or if circumstances change e.g. group tiredness; illness; change in weather; potential threats to participants from other groups or the public.

The Group Leader must not sanction activities that are not in keeping with the plan to which initial authority was given e.g. students undertaking low risk activities must not participate in high risk hazardous activities.

### ***Decision making assessment whilst activities are being carried out.***

This assessment is the key to a successful and enjoyable visit. It requires that any decision regarding continuing the visit/activity or choosing when to move onto the next part of the visit must be based on risk assessment principles.

In most cases these assessments will be carried out by the Group Leader, Deputy Group Leader and Sub Group Supervisors. They could also involve other helpers, and the students themselves; who could be given copies of the risk assessments.

All risk assessments must be named, signed and dated by the Group Leader.

## **10.4 FIVE STEPS TO RISK ASSESSMENT**

- **Step 1 - Identify the hazards**
- **Step 2 - Decide who might be harmed and how**
- **Step 3 - Evaluate the risks and decide on precautions**
- **Step 4 - Record your findings and implement them**
- **Step 5 - Review your assessment and update if necessary.**

## **11. SUPERVISION**

### **11.0 SUPERVISION RATIOS**

There is no law that lays down appropriate staff/student ratios on educational visits.

It is not possible to give precise ratios for all situations, however the following general principles should assist Group Leaders to arrive at sensible and practical solutions.

Ratios will depend on:

- The nature, location and duration of the activity
- The sex, age, experience, ability and behaviour patterns of the group
- Any special educational or medical needs or disabilities of students
- The competencies, skill and experience of the staff
- The availability of prompt outside assistance
- Requirements of the organisation/location to be visited
- The weather conditions

In general a ratio of 2:20 should be considered as a bare minimum. Mixed groups should be accompanied by male and female supervisors. For residential visits every effort must be made to have male and female supervisors. Ratios for adventurous activities are identified within each risk assessment and will not be less than 1:10 (a National Governing Body may identify a lower ratio).

The following ratios should be used for group numbers greater than 20 unless a visit involves a small number of responsible and mature students (e.g. a trip to a sporting event in a car that involves three same gender students and one teacher).

Up to 20	1 Teacher + 1 responsible adult
20 – 40	1 Teacher + 2 responsible adults
40 – 50	2 Teachers + 1 responsible adult
50 – 60	2 Teachers + 2 responsible adults
60 – 70	2 Teachers + 3 responsible adults
70 – 90	3 Teachers + 3 responsible adults
90 – 100	3 Teachers + 4 responsible adults

“Responsible adults” would preferably be teachers, although suitably competent and experienced responsible adults can be used. For further advice contact the appropriate Assistant Principal

For swimming activities the bare minimum for supervision is two adults, at least one of whom is competent in life saving and rescue and resuscitation techniques.

**Group Leaders must discuss with the admin staff responsible for the diary and the Assistant Principal responsible for Student Wellbeing and Safety the exact staffing needs for the visit.**

### 11.1 Parents/Volunteers

**Where a high adult/student ratio is required parents or volunteers may be used to supplement the supervision ratio. They should always be carefully selected and ideally be well known to the college and student group. They do NOT need to have a DBS check. However if they have not been checked they must not be left in sole charge of individual students. They may be given responsibility for small groups of students under remote supervision. Where parents are to be used as volunteers other parents should be informed prior to the visit taking place. All supervisors must be made fully aware of their role and responsibilities. Normally this would be also in writing**

### 11.2 Vetting suitability

Disclosure and Barring Service checks should be carried out on volunteers who will have regular contact with students or any involved in a residential visit. The HR Director is responsible for obtaining these checks.

### 11.3 Activities without direct supervision

Opportunities will occur during outdoor education activities for students to become self-reliant, self-responsible and act independently. Group Leaders must ensure that any student undertaking such an activity is fully equipped with the necessary skills and techniques prior to commencing the activity. The risk assessment should include details of the experience and competencies required. Parents must be informed of the aims and objectives of any such work.

### 11.4 Head counts

Whatever the length and nature of a visit, regular head counting of students must take place. This is particularly important before leaving any venue or before any means of transport is allowed to depart. If possible 2 teachers/supervisors should count independently to confirm each other's count. All supervisors should carry a list of all the adults and students involved in the visit at all times. Where a supervisor is responsible for a group, they must undertake regular head counts. Where it is essential to maintain vigilance, for example, in a densely populated area, supervisors must try to keep the group together.

### 11.5 Staff Rotas

Staff should expect to be “on duty” 24 hours a day but where numbers permit, a duty rota could be established for specific times.

### 11.6 Visits abroad

It is difficult to prescribe exact ratios, but a minimum of 1 adult to 10 students is a general rule. There should be enough adults to cover an emergency and at least two adults should be teachers. Mixed gender groups should always be accompanied by at least one male and female teacher.

### 11.7 Moving in the urban locality on foot

Young people should be taught to observe accepted codes of conduct.

Large groups moving on foot need constant supervision, especially in urban localities. The nature of this may alter with the age and maturity of the young people. It is usual to walk two abreast with adult supervision at the back and the front of the line. Where ratios permit an additional roving supervisor will prove of great value.

If possible when crossing the highway, recognised places should be used, e.g. subways, crossing, etc. Where no specific provision for crossing has been made, areas affording good vision in all directions should be used.

### 11.8 SUPERVISION “IN THE FIELD”

HASPEV (Health & Safety of Students on Educational Visits) 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”.

### 11.9 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 students;
- ensure that each adult knows which students they are responsible for;
- ensure that each student knows which adult is responsible for them;
- ensure that all adults understand that they are responsible to the Group Leader for the supervision of 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; utilise the College mobile phone to support with emergency contact during any periods of remote supervision;
- 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 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 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.

### **11.10 Buddy System**

Each student 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 student 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).

### **11.11 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; utilise the College Mobile phone where possible to reduce risks. Staff should not issue students with their personal mobile phone details;
- 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; utilise the College Mobile phone where possible to reduce risks staff should not issue students with personal mobile phone details;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and the college. 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 will be 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.

### 11.12 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.

### 11.13 Down Time

Group Leaders should ensure that students 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 students understand the standards of behaviour that apply at all times, not just during activities;
- ensure that if on a residential visit, a staff duty rota is drawn up and implemented;
- 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 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 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 necessary to allow students 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.

### 11.14 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 student's accommodation;
- there is a teacher present on that floor whenever the students are there;
- child protection arrangements are in place to protect both students 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 students' accommodation at all times;
- where students' doors are locked, teachers have immediate access, as necessary, to a master key;
- all staff and students know the emergency procedures/escape routes in the event of 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.

### 11.15 Travel

A driver cannot safely drive and supervise students at the same time.

Group 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;
- 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;
- 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.

## 12. RESIDENTIAL VISITS

With regard to any residential visit, issues for the Group Leader to consider include the following:

- the group should ideally have adjoining rooms with teachers' quarters next to the students – the Group Leader should obtain a floor plan of the rooms reserved for the group's use in advance.
- there must be at least one teacher from each sex for mixed groups;
- there must be separate male and female sleeping/bathroom facilities for students and adults;
- the immediate accommodation area should be exclusively for the group's use;
- ensure there is appropriate and safe heating and ventilation;
- ensure that the whole group are aware of the layout of the accommodation, its fire precautions/exits (are instructions in English or otherwise clear?), its regulations and routine, and that everyone can identify key personnel;

- security arrangements – where the reception is not staffed 24 hours a day , security arrangements should be in force to stop unauthorised visitors;
- the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable work for young people;
- locks on door should work in the group's rooms but appropriate access should be available to teachers at all times;
- there should be drying facilities;
- there should be adequate space for storing clothes, luggage, equipment, etc. and for the safe keeping of valuables;
- adequate lighting – it is advisable to bring a torch;
- there should be provisions for students with special needs/ disabilities/medical needs and those who fall sick;
- balconies should be stable, windows secure, and electrical connections safe;
- where possible students should not be lodged in ground floor rooms;
- the fire alarm must be audible throughout the accommodation;
- there should be recreational accommodation/facilities for the group;
- the hotel/hostel should be able to meet any particular cultural or religious needs of the group;
- there should be an appropriate number of group supervisors on standby duty during the night.
- any swimming pools at the venues must be indicated in the company EVVN2 to ensure that adequate supervision and lifeguards are in place. If this is not the case students should not be permitted to use the pool.

Before booking a hostel/hotel abroad, the Group Leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

Student and staff safety is our first priority when planning and carrying out offsite learning opportunities. For this reason, it is vital that students who exhibit behaviour which would put the safety of themselves and others at risk are not allowed to take part in residential visits.

The following guidelines are to be followed by group leaders organising a residential visit:

1. An initial letter is to be sent to parents asking for expressions of interest for their child to take part in the residential visit. This letter will emphasise that the college has the right to refuse a place on the visit if the student's behaviour is a cause for concern.
2. The group leader is to collate a list of students interested in taking part in the residential and is to liaise directly with the relevant CCTL(s) to ascertain if there are any students on the list who should not be considered for the residential due to behaviour concerns.
3. A second letter is to be sent to relevant parents only requesting the payment of a non-refundable deposit for the residential. This letter should reiterate that the college has the right to withdraw a place on the visit if the student's behaviour becomes a cause for concern.
4. The group leader is to collate a finalised list of students who have places on the residential and is to share this list with the relevant CCTL(s). It is the responsibility of the relevant CCTL(s) & the group leader to monitor the behaviour of the students going on the residential and to liaise with each other if there are any cause for concerns in terms of student behaviour. A 'quicknote' will be added to SIMS to support this monitoring.
5. If the group leader and/or the CCTL feel that a student's behaviour warrants a student being removed from the residential, they should contact the EVC (Assistant Principal – Student Wellbeing & Safety) who will advise re the course of action to follow.

## 13. VISITS ABROAD

Very many of the considerations and procedures surrounding visits in the UK will also apply to visits abroad. Certainly the need for careful planning and contingency arrangements is heightened because of the separation from familiar languages, culture and laws.

Additional considerations and procedures include:

### 13.1 Passports

At least four months in advance, the Group Leader must;

#### How to apply

1. Download the [application form](#). From [www.gov.uk/collective-group-passports](http://www.gov.uk/collective-group-passports)
2. Save it to your computer and fill it in (handwritten applications aren't accepted).
3. [Supporting documents](#) are:
  - a nationality questionnaire and parental consent form for each child
  - a collective passport photo identity card for each child
  - one supporting letter for the whole application
4. Photocopy the nationality questionnaires and give the appropriate form to individual students. This could be done together with the Parental Consent Form
5. Email your completed application form to [durhamcollectives@hmpo.gsi.gov.uk](mailto:durhamcollectives@hmpo.gsi.gov.uk).
6. Print a paper copy and get it signed by the group leader and deputy leader.
7. Send the paper copy with the £39 fee (Include a cheque payable to 'her Majesty's Passport Office or pay by card using the Card Payment form – caps needed) and supporting documents to  
Collective Passport Applications  
Freeman's Reach  
Durham  
DH1 1SL

### 13.2 Insurance

The Group Leader must notify the Finance Officer well in advance of the visit.

The Group Leader should ensure that the group has comprehensive travel insurance.

### 13.3 Emergency Medical Facilities (EHIC Cards)

Where reciprocal health care arrangements are available e.g. Europe, It is essential that they organise an EHIC card valid for period of travel (request they check dates of any current ones held as a matter of urgency). These are obtainable from Post Offices or on line via <https://www.gov.uk/european-health-insurance-card> and must be obtained in advance of the visit. Please advise parents that these are FREE of charge from the above places.

### 13.4 Database

The Group Leader, in liaison with the Administration Team Leader, will set up a database with all relevant information regarding individual students.

### 13.5 Organisation of the visit

This can be done in various ways e.g.

- organising your own visit
- organising your own transport
- using a tour operator
- exchange visits.

There is a considerable amount of advice available. Refer to the appropriate Assistant Principal for further details.

### 13.6 Languages

It is advisable that at least one adult in the party is able to read and speak the language of the country being visited – at least being able to hold a basic conversation and what to say in an emergency.

### 13.7 Meeting for parents and students

There should be at least one briefing meeting. See section 5.13 for full details.

Some kind of follow-up meeting is often appreciated. Students should meet on a regular basis beforehand – (see section on Roles & Responsibilities)

### 13.8 Vaccinations

The Group Leader should establish whether vaccination is necessary and ensure that all Group Members have received it in good time. A check should be made to determine if proof of vaccination is needed.

### 13.9 The Journey

- Staff must be strategically placed on the coach.
- On the ferry, a base must be established and staffed throughout.
- On the return journey, plans to inform parents about the exact time of arrival back at Minsthorpe must be put into operation.
- At service stations, students must be clear about where to go, be aware of traffic, and the departure time.

### 13.10 In the Resort

If students are given any unsupervised time, this must be kept short, and students must always know where a member of staff can be found. The students must have written documentation in the appropriate language, stating who they are, where they are staying and a telephone number in case of emergencies.

- Daily meetings for the whole party are vital.
- Records of all documentation that the students are provided with should be retained for future reference.
- Students should be told about safety regulations e.g. fire precautions.

### 13.11 Students with Disabilities/Medical Needs

It may be necessary to include additional safety measures to support students with disabilities/medical needs.

The Group Leader must be aware of individual student's needs; any medical emergency procedures having discussed their needs with the parents.

Parents should be asked to supply:

- details of disabilities/medical condition
- son/daughter's GP's name, Address and Telephone number
- written details of any medication required, including instructions on dosage/times
- parental permissions if the student is able to administer their own medication or agreement for a volunteer teacher to administer.

## 14. EMERGENCY PROCEDURES (MAJOR INCIDENT)

Full details of the Emergency Procedures are in the Policy and Procedures Document.

Group Leaders must follow these procedures if an emergency situation arises.

Despite good planning and leadership, unforeseen emergencies or accidents may arise. On such occasions leaders may need the support, advice and management skills of the Principal, senior colleagues and the LA. The following emergency procedure is designed to ensure the rapid transfer of accurate

information and enlist services or help in dealing with the possible attentions of the media. Full details are given in the Emergency Procedures (Major Incident) File.

For all off-site visits and particularly those in remote or wild country, the carrying of a mobile telephone is recommended. Party Leaders should make sure that they know how to use it. Group Leaders must ensure that they have contact/s home and mobile telephone numbers

#### **14.1 PREPARATION FOR THE VISIT**

College contact/s must be identified. These will normally be the Assistant Principal responsible for offsite learning, the Principal or other members of the Leadership Team. They should not be the parents of students included in the visit. All potential leaders of a Crisis Management Team have full details in their Emergency Procedures (Major Incident) files kept both at home and in college.

It is not normally realistic to expect a college contact to remain tied to a telephone throughout the duration of a visit. The provision of two contacts as a matter of routine makes it substantially less likely that a message cannot be communicated in the event of an emergency.

A full list and accurate of names, P&A Group, addresses, home & work contact numbers of parents of all students and next of kin of the staff must be available to the college contact. A copy of this list should be taken on the visit by the group leader. Where parents are away from home during the visit, or where there is no telephone at home, alternative emergency contact arrangements should be made. A pro-forma for Attendance List is available in the General Office. This list should be populated by the Admin Team at least a week prior to the visit and it is the responsibility of the visit lead to ensure that these details are shared with the Admin Team by personally collecting all details from the finance office, if necessary.

All teachers who will be supervising students during the visit should be advised of the location of the nearest accident and emergency hospital.

Parents should be asked for any information relating to their child which might be needed by a medical practitioner attending after an accident. A copy of this information should be held /by the party leader.

#### **14.2 CONTROL AND SUPERVISION OF THE GROUP**

In the event of an emergency:

- ◆ immediately inform all group staff of the problem. Assess the situation. Clarify the action to be taken;
- ◆ make certain ALL members of the group are accounted for;
- ◆ establish the identity of those involved. If they are injured ascertain the nature and extent of the injuries;
- ◆ ensure that the injured are accompanied to hospital. Whenever possible this should be by an adult known to them;
- ◆ make sure the remainder of the group are fully supervised. Clarify with them exactly what has happened and the consequent course of action.

#### **14.3 INFORMATION AND COMMUNICATION**

If the incident is serious, establish communication with the college or college contact if outside school hours.

Restrict access to telephones until the emergency contact has been alerted with precise details.

Do not release the names of injured participants.

Do not have any direct dealings with the media. Any release of information to the press will be through the Principal.

Contact with relatives should be as early as possible. It is vital to ensure parental contact before the news is spread through the media. Communication with relatives would normally be through the college contact.

In the event of a serious incident close liaison is required between all parties, police and the media.

Keep a written account of all events, times and contacts after the incident.

#### **14.4 CARE OF GROUP MEMBERS AND RELATIVES**

In the event of an accident, young people may need guidance in coping with possible shock or trauma. This also applies to leaders, relatives and other members of the party. Where appropriate, consideration should be given to activating bereavement counselling.

**REFERENCE SHOULD BE MADE TO THE EMERGENCY PROCEDURES RED FILE, AVAILABLE FROM THE APPROPRIATE ASSISTANT PRINCIPAL, WITH COPIES KEPT BY SENIOR COLLEAGUES.**

#### **14.5 CONTACT DETAILS**

In the event of an incident occurring, Wakefield Council is committed to providing all necessary support to establishments. To activate support from Wakefield Council, the following telephone numbers should be used:

**Phone:-** 0345 8 506 506

Or if the number above is unavailable **0844 9 020 208 (EX Directory)**

These numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency.

**\*\* Under no circumstances should this numbers be given to young people or to their parents or guardians.**

Wakefield Council operates a single number contact for notification of incidents/requests for assistance via the council's 24 hour Contact Centre. The operator will take brief details of the caller (name, telephone number, organisation, nature of incident and assistance requested etc.) and pass on to the;

#### **Emergency Planning first on call**

During office hours 08:30 hours to 17:00 Monday to Thursday and 08:30 to 16:30 Friday

Or

#### **Duty Emergency Manager**

Out of office hours Monday to Thursday 17:00 to 08:30 and Friday 16:30 to Monday 08:30 (including 24hrs of Saturday, Sunday plus Public Holidays)

#### **Action to be taken by the Group Leader in the event of a serious accident or fatality:**

- Ascertain the nature and extent of the emergency.
- Protect the party from further injury or danger and ensure all members are accounted for.
- Render first-aid to casualties.
- Telephone rescue or emergency services.
- Telephone the nominated college contact person(s).
- State that it is an emergency requiring immediate action and priority.
- Give your name, address/location and telephone number.
- State the time of and location of the incident.
- State the nature of the incident and action taken so far.

- State the names of the individuals involved, the extent of injuries and where they are now located.
- Remove the party to secure accommodation and ensure they are under the care of a staff member who will protect them from media attention.
- Restrict student access to telephones – including mobiles and the internet.
- Do not make any statements to the media – direct them to the Principal.

## **Emergency Procedures**

If an emergency occurs it is essential that everyone supervising the visit understands their respective role in the emergency and is able to effectively put the policy into action.

An emergency can include any untoward occurrence that has a significant effect upon the visit. It could include the breakdown of transport, a serious or fatal accident, the onset of ill health amongst the students and supervisors, a fire occurring to the party's overnight accommodation, flooding to a campsite etc.

The Group Leader will automatically take charge in the event of an emergency – if the Group Leader is unavailable to do this, the deputy must take charge. Where both the Group Leader and deputy are incapacitated the most senior or experienced teacher remaining should take charge. The chain of command and deputies must be identified at the planning stage.

All persons on the visit must be informed about the emergency procedures to follow, and that should the Group Leader and nominated deputies not be able to take charge, emergency services be contacted.

When an emergency occurs the priorities are to:

- Assess the situation
- Safeguard the remaining members of the group
- Attend to any casualties
- Inform the emergency services and everyone else who needs to know of the incident.

### **Full details are in the Emergency Procedures (Major Incident) Policy Document.**

The police will endeavour to withhold the names of any victim until next of kin have been informed – if the incident were to occur outside of Great Britain, however, this cannot be assured. Measures will need to be in place to support the next of kin of anyone suffering a serious or fatal accident.

Where a serious or fatal accident occurs the media will inevitably become involved. This is likely to be very soon after the incident happens and may occur well before parents and next of kin can be informed.

Contact with the media will not be able to be avoided. It is essential that a nominated person is identified to co-ordinate media briefings – this should be a senior manager from the college and could be the Chair of Governors, Principal, EVC, Associate Principal, nominated governor. When briefing the media it is important to state factual information only and not to divulge the names of any person involved in any incident. The LA press office can provide assistance in handling the media. It is advisable to have a pre-arranged press conference area that can be used to brief the media. It is also advisable that, in order to manage the media, statements are made at regular intervals and at times arranged with the media – if the college does not inform them they will get their information from elsewhere.

*Arrangements should also be in place to ensure that contact can be made with any group on a visit should there be an emergency at home.*

## 14.6 ACCIDENT REPORTING & RECORDING

The same requirements for reporting and recording that are applicable within the college on a day-to-day basis are applicable whilst undertaking off site visits.

Any accident that occurs should be recorded on an Accident Report Form kept in the General Office.

Those accidents that result in significant injury should be reported using the [online reporting procedures at http://www.hse.gov.uk/riddor/report.htm](http://www.hse.gov.uk/riddor/report.htm). There is a telephone service for reporting FATAL and SPECIFIED INJURIES only. Reporting details for out of hours incidents are available from [www.hse.gov.uk/contact/contact.htm](http://www.hse.gov.uk/contact/contact.htm). In certain cases under R.I.D.D.O.R 2013 (Reporting of Injuries, Diseases and Dangerous Occurrences Regs 2013) Form F2508 will need to be attached to the accident report.

RIDDOR only applies to activities which take place in Great Britain. So any incident overseas is not reportable to the HSE.

These forms may be completed and submitted once the visit has finished, however if the incident results in a student being taken to hospital from the scene of the incident (other than a road traffic accident on a public highway), an employee being injured and this prevents them continuing their normal work for more than seven days (not counting the day of the accident but including the day of the accident, but including weekends and other rest days), or a member of staff suffers a major injury such as a broken bone, amputation of a limb or fatality, it should be reported to the Health & Safety Executive, as is legally required. This will be completed by the Assistant Principal for student wellbeing and safety and the Admin Team Leader following a reportable incident.

It is also vitally important that any near misses are recorded and included in any debriefing once the visit has concluded. A near miss is an incident that could have caused serious injury had a person been involved or had the incident not been stopped.

Examples of near misses include:

- a student slipping whilst on a mountain footpath where there is a risk of falls
- a rock falling from a cliff-side just before you set off to walk beside the cliff
- the driver of a coach using a mobile phone whilst driving
- a parked vehicle moving off despite the brake being on and crashing into a wall.

## 15. INSURANCE

The Group Leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Insurance may be provided by, for example, the LA, a travel firm, a bank or the organisation to be visited as well as by an insurance company.

You can contact the Finance Officer at the College for further advice.

### Insurance Cover for visits

Policy cover should include:

- cancellation or curtailment of journey
- medical and emergency travel expenses
- personal baggage and money
- personal accident
- personal liability
- employers liability
- public liability

- third party
- certain adventurous activities may require additional insurance
- use of private vehicles
- programmed and non-programmed activities
- compensation against cancellation or delay
- bankruptcy of the centre or travel company
- legal assistance
- continental and inter-continental travel.

Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature.

The Group Leader should ascertain the details of the insurance held by the tour operator. It should be noted that it might be necessary to obtain additional cover for participants with medical conditions.

Arrangements should be in place to cater for any cancellations for whatever reason.

## **16 INSURANCE & TRANSPORT**

### **16.1 Hired Coaches/Mini Buses/Taxis**

Group Leaders should contact different firms to obtain quotes and communicate with the Finance Office regarding the College receiving an invoice. Bookings should be confirmed in writing with the chosen firm.

At the planning stage the Group Leader should satisfy the appropriate Assistant Principal that any transport provider has competent drivers who hold the relevant Licence and that the vehicles are suitable for the purpose. An EV VN2 should be completed by the transport provider (e.g. coach company) to support this.

Regulations came into force in February 1997 requiring the fitting of seat belts to minibuses and coaches. Where minibuses or coaches are used wholly or mainly to transport groups of three or more children aged between 3 and 15 inclusive, seat belts (lap belts as a minimum) must be fitted. There must be sufficient forward facing seats for the number of children being carried.

Transport issues need to be included at the planning stage to ensure that any driver does not have to drive excessive hours, that sufficient time is built in to the visit schedule to prevent driver fatigue and that regular breaks on long journeys are scheduled to help prevent driver and passenger fatigue. Consideration must also be given to the use of other modes of transport and the levels of supervision required on them.

During any visit the driver is responsible for the vehicle but should not be expected to supervise the group being transported – unless a risk assessment indicates that the group is small enough, has sufficient maturity and the journey is short enough to not require additional supervision.

### **16.2 Private Cars**

Where private cars are used to transport students on school journeys, owners, staff or other adults should ensure that their insurance cover provides for this function. Most insurance companies will provide this cover.

Seat belts must be worn and the application of child-proof rear door locks is advised. The use of appropriate child car seats with smaller students is obligatory. See the appropriate Assistant Principal for further details

### 16.3 Coach/Minibus Travel

Staff should be aware of first aid provision and emergency doors. A distribution of staff around the coach will aid supervision.

Polythene bags and disinfectant are useful in case of travel sickness, with a sickness procedure agreed with the driver prior to departure.

Wherever possible travel sickness tablets should be administered by parents before departure and by staff only when consent has been given in writing.

Young people should be told about basic safety rules such as:-:

- not to get on or off a moving vehicle;
- not to get off a vehicle which is stationary in traffic or at traffic lights;
- not to run about on a moving vehicle;
- never to distract or impede the driver's vision;
- to wait at a safe distance after leaving the vehicle if it is going to move off;
- special care needs to be taken when disembarking from a coach abroad. Consideration should be given to using the emergency door, which is usually on the safest side;
- wearing seatbelts;
- Students only leave the coach whilst on the Eurotunnel to go to the toilet in supervised groups.

### 16.4 Rail Travel

When using trains with large groups it is advisable to reserve compartments.

Young people should be told:

- to keep away from platform edges;
- not to get on or off a moving train;
- not to interfere with doors whilst the train is in motion;
- not to lean out of windows or throw things from windows;
- to take care where gaps exist between carriages and platforms.

### 16.5 Travel by Air

All commercial airlines have regulations governing their use and these should be followed carefully.

Particular attention should be paid with regard to luggage, meals provision, in-flight entertainment, and emergency regulations.

Where young people have particular special needs, these should be relayed to the airline.

### 16.6 College Minibus

Further information about the hiring and use of College mini buses can be obtained by referring to the separate College Minibus procedures or by liaising with the appropriate Assistant Principal. A Group Leader should consider such things as:-

- booking procedures
- keys
- paperwork
- approved drivers
- procedures before setting off
- fuel
- procedures whilst using the minibus
- what to do in the event of accidents/breakdowns
- what to do on return to college.