

# Kessingland Church of England Primary Academy

## Education Visits Policy

<b>Policy Type:</b>	<b>Academy Policy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
<b>Date Approved by LGB:</b>	<b>October 2021</b>
<b>Review Date:</b>	<b>September 2024</b>
<b>Person Responsible:</b>	<b>Head Teacher</b>

**Summary of Changes**

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

## **General Policy Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

## **Health & Safety of Pupils on Educational Visits**

Pupils can derive a good deal of educational benefit from taking part in visits with Kessingland Church of England Primary Academy. In particular, they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence. This policy is designed ensure that pupils stay safe and healthy on educational visits. The Headteacher/EVC should ensure that visits comply with regulations and guidelines provided by the LA, Trust, local governing body and the school's own health and safety policy.

### **Roles & responsibilities**

#### ***Governing body should:***

- satisfy themselves that the risk assessment has been carried out,
- that appropriate safety measures are in place,
- that training needs have been addressed,
- appoint an Educational Visits Co-ordinator (EVC).

#### ***The Headteacher/EVC should ensure that:***

- parents have signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the pupils;
- adequate first-aid provision will be available
- adequate child protection procedures are in place;
- the risk assessment has been completed and appropriate safety measures are in place;
- training needs have been assessed by a competent person and the needs of the staff and pupils have been considered;
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- the group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place.
- non-teacher supervisors on the visit are appropriate people to supervise children.
- ratio of supervisors to pupils is appropriate.
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points;
- there is adequate and relevant insurance cover.
- they have the address and phone number of the visit's venue and have a contact name;
- the group leader, group supervisors and nominated academy contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin (if overnight stay);
- there is a contingency plan for any delays including a late return home.

One teacher, the group leader, should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader should have been appointed or approved by the Headteacher/EVC.

***The group leader should:***

- obtain the Headteacher/EVC's prior agreement before any off-site visit takes place;
- follow LA, Trust and/or governing body regulations, guidelines and policies; appoint a deputy;
- clearly define each group supervisor's role and ensure all tasks have been assigned;
- be able to control and lead pupils of the relevant age range;
- be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place.
- be aware of child protection issues;
- 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;
- undertake and complete a comprehensive risk assessment.
- review regularly undertaken visits/activities and advise the Headteacher/EVC where adjustments may be necessary;
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves and ensure they have read the summary policy (Appendix 1);
- have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of supervisors to pupils is appropriate for the needs of the group.
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ensure that group supervisors have details of the academy contact;
- ensure that the group's teachers and other supervisors have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively;

Staff on academy-led visits act as employees of DONMAT, whether the visit takes place within normal hours or outside those hours, by agreement with the Headteacher/EVC and governors.

Staff must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

***Teachers/Support Staff should:***

- follow the instructions of the group leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the group leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable.

Support staff/parents on the visit should be clear about their roles and responsibilities during the visit.

***Parents acting as supervisors must:***

- do their best to ensure the health and safety of everyone in the group;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;

- follow the instructions of the group leader and staff supervisors and help with control and discipline;
- speak to the group leader or staff supervisors if concerned about the health or safety of pupils at any time during the visit.

### ***Responsibilities of pupils***

The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.

Parents should be able to make an informed decision on whether their child should go on the visit. Any child who does not attend a visit should still attend the academy.

The group leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Parents should also be asked to agree the arrangements for sending a pupil home early and who will meet the cost.

### ***Parents will need to:***

- provide the group leader with emergency contact number(s);
- sign the consent form
- give the group leader information about their child's emotional, psychological and physical health which might be relevant to the visit

### ***Planning***

Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in the UK or abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them. In practice, the Headteacher/EVC - who is responsible for planning visits - will delegate the detailed planning to the organiser of the visit or the group leader.

### ***Risk assessment***

An assessment should be completed by the group leader well before the visit, and should be approved by the Headteacher/EVC, following the five step procedure noted below.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which 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:

1. what are the hazards?
2. who might be affected by them?
3. what safety measures need to be in place to reduce risks to an acceptable level?
4. can the group leader put the safety measures in place?/ Record findings.
5. what steps will be taken in an emergency?/Review assessment and revise if necessary.

The person carrying out the risk assessment should record it and give copies to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. The Headteacher/EVC should also be given a copy so that approval, as necessary, can be given with a clear understanding that effective planning has taken place.

Frequent visits to local venues such as swimming pools may not need a risk assessment every time. Nevertheless, it is essential not to become complacent. A generic assessment of the risks of such visits should be reappraised on each visit, and careful monitoring should take place.

The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

The group leader should take the following factors into consideration when assessing the risks:

- the type of visit/activity and the level at which it is being undertaken;
- the location, routes and modes of transport;
- the competence, experience and qualifications of supervisory staff;
- the ratios of teachers and supervisory staff to pupils;
- the group members' age, competence, fitness and temperament and the suitability of the activity;
- the special educational or medical needs of pupils;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing;
- emergency procedures;
- how to cope when a pupil becomes unable or unwilling to continue;
- the need to monitor the risks throughout the visit.

### **Exploratory visit**

An exploratory visit should be made by any teacher who is to lead a group on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them.

In other cases the group leader should undertake an exploratory visit, wherever that is possible, to:

- ensure at first hand that the venue is suitable to meet the aims and objectives of the academy visit;
- obtain names and addresses of other academies who have used the venue;
- obtain advice from the manager;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- become familiar with the area before taking a group of young people there.

If in the last resort an exploratory visit is not feasible then the group leader will need to consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific information by letter from the venue, from other academies who have recently visited it, or from local organisations such as tourist boards.

### **Other considerations**

Other factors which should form part of the planning stage include:

- the facilities/equipment the group will need to take on the visit;
- the facilities/equipment to be provided at the venue;
- staff training needs;
- the designation of someone to record the details of the visit and to carry accident forms etc;
- transport arrangements;
- communication arrangements;
- supervision ratios;
- contingency measures for enforced change of plan or late return;
- information to parents;
- preparing pupils;
- emergency arrangements;

### **Financial planning**

The group leader should ensure that parents have early written information about the costs of the visit at least two weeks before the proposed visit, and how much each parent will be charged or asked to contribute. Parents should be given enough time to prepare financially for the visit (arrangements can be made for payment in instalments). It may be useful to break the costs down into subheadings such as travel, hostel, meals etc.

### **Charging for visits**

The education provided wholly or mainly during academy hours is free. This means that the Headteacher may not impose a charge on parents for any educational visit that occurs during academy hours. The Headteacher will, however, ask for a voluntary contribution.



Parents should be made aware that the contribution is not compulsory, and the children of parents who do not contribute may not be discriminated against. It is not permissible to ask parents to contribute more than the minimum amount in order to subsidise those pupils whose parents have not contributed. In the last resort, the visit may have to be cancelled if there are not enough voluntary contributions and the shortfall cannot be made up.

The head teacher 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 academy hours;
- does not form part of the National Curriculum;
- is not part of a syllabus towards a Prescribed Public Examination; and
- is not in scope of the statutory requirements relating to religious education.

Eg: going bowling after SATs would be an optional extra.

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

On residential visits which are not optional extras, or which take place during academy hours, some parents may have board and lodging costs remitted. These are parents in receipt of Income Support, Income-Based Jobseekers' Allowance, Family Credit or Disability Working Allowance.

### **First aid**

First aid should form part of the risk assessment. Before undertaking any off-site activities the Headteacher/EVC or the group leader should assess what level of first aid might be needed. On any kind of visit the group leader should have some knowledge of first aid and ensure that an adequate first-aid box is taken. For adventurous activities or residential visits it is sensible for at least one of the group's supervisors to be a fully-trained first-aider. All adults in the group should know how to contact the emergency services.

The minimum first-aid provision for a visit is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

Other considerations when considering first-aid needs should include:

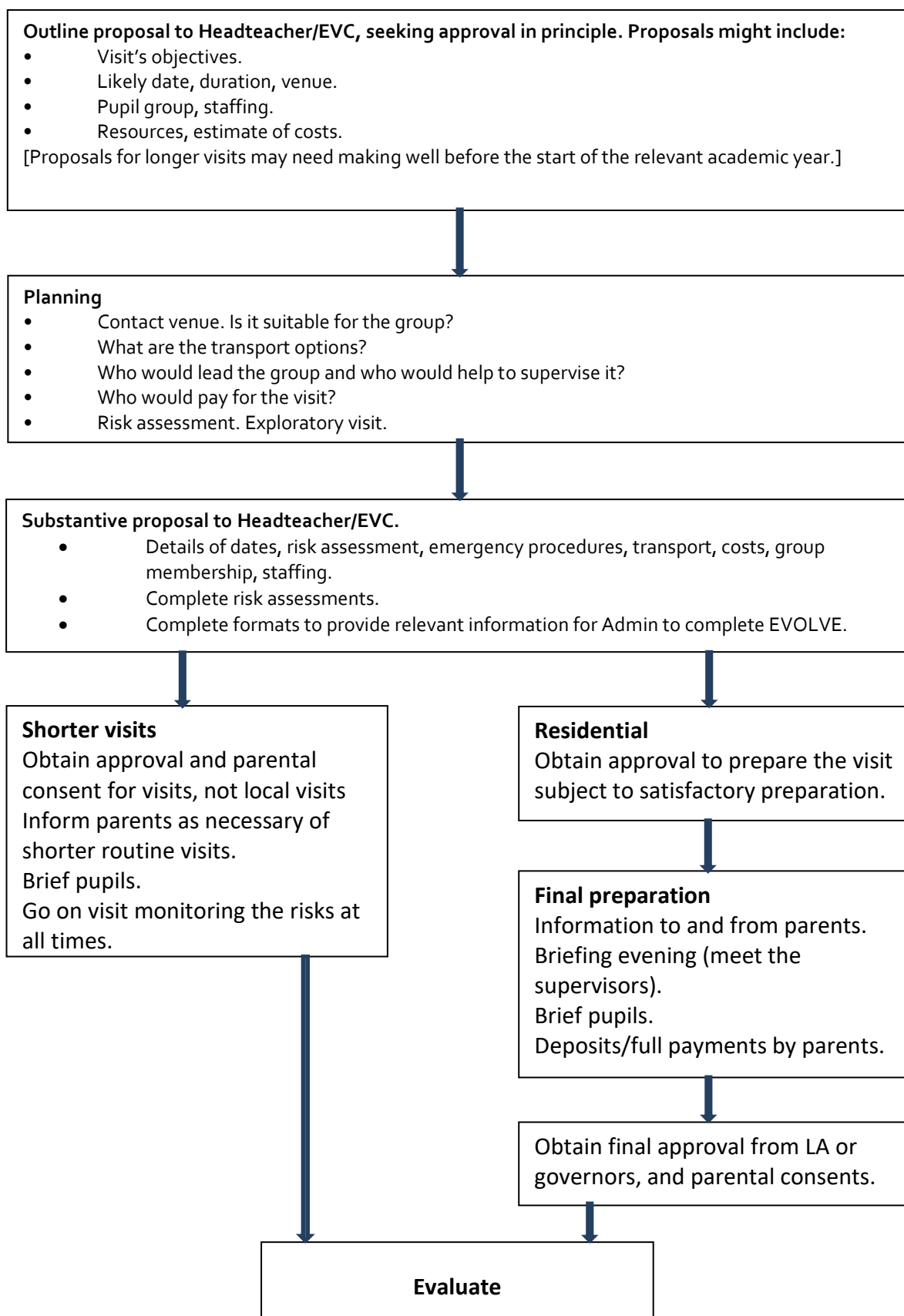
- the numbers in the group and the nature of the activity;
- the likely injuries and how effective first aid would be;
- the distance of the nearest hospital;
- specific medical needs of individual children going on the visit.

First aid should be available and accessible at all times. The Health and Safety Executive recommends the following minimum contents for a travelling first-aid box where no special risk has been identified:

- a leaflet giving general advice on first aid;

- six individually wrapped sterile adhesive dressings;
- one large sterile unmedicated wound dressing approximately 18 cm x 18 cm;
- two triangular bandages;
- two safety pins;
- individually wrapped moist cleansing wipes;
- one pair of disposable gloves;
- a resuscitator (for hygienic mouth to mouth resuscitation).

## PLANNING THE VISIT



## **Ratios**

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- sex, age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;
- requirements of the organisation/location to be visited;
- competence and behaviour of pupils;
- first aid cover.

Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location and the efficient use of resources. However, a general guide for visits to local historical sites and museums or for local walks, in normal circumstances, is:

- 1 adult for every 6 pupils in academy years 1 to 3 (under 5s reception classes should have a higher ratio);
- 1 adult for every 10-15 pupils in academy years 4 to 6;

Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to residential visits. Some non-residential visits with mixed groups will need a teacher from each sex.

## **Parents/Volunteers**

Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one academy/academy is involved an overall group leader should be identified, usually the person with the most experience in leading such visits.

Where a high adult:pupil ratio is required, it is not always feasible to use academy staff alone. Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the academy and the pupil group. Anyone who has not had a criminal conviction check (DBS) should never be left in sole charge of pupils.

## ***Supervisors' responsibilities***

All adult supervisors, including teachers and parent/volunteer helpers, must understand their roles and responsibilities at all times. The group leader should give all parent supervisors a copy of the "Helping on Trips" leaflet (Appendix 2) and arrange a pre-trip meeting to discuss procedures and any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times. It is good practice to pair a member of staff with a parent.

### ***Competences if leading an adventure activity***

If the academy is involved in an adventure activity, such as canoeing, the LA or governing body must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity, bearing in mind that some pupils may be novices. Competences should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists.

### **Head counts**

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. All supervisors should carry a list of all pupils and adults involved in the visit at all times. Pupils, particularly in Nursery to year 3, should be easily identifiable, especially if the visit is to a densely populated area. Children should be encouraged to wear uniform and badges or wrist straps displaying the name of the academy and its emergency contact number. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group.

### **General**

Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk.

Providing information and guidance to pupils is an important part of preparing for a academy visit. Pupils should clearly understand what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major cause of accidents. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

### **Participation**

The group leader should ensure that the pupils are capable of undertaking the proposed activity. Pupils should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear.

Pupils whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils should be sent home early. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

### **Equal opportunities**

Every effort should be made to ensure that educational visits and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc. All young people should be encouraged to participate in as wide a range of activities as possible. If a visit is to cater for pupils with special needs, a suitable venue should be selected.

### **Information to pupils**

The group leader should decide how information is provided, but must ensure that the pupils understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils.

Pupils should understand:

- the aims and objectives of the visit/activity;
- the background information about the place to be visited;
- 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;
- what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by anyone from outside the group;
- what to do if separated from the group;
- emergency procedures.

For residential visits all group members should know the address and telephone number of the accommodation in case an individual becomes separated.

### **Transport and pupils**

Pupils using transport on a visit should be made aware of basic safety rules including:

- do not rush towards the transport when it arrives;
- be aware of risks on different forms of transport eg: mind the gap
- wear your seatbelt and stay seated whilst travelling on transport;
- never tamper with any of the vehicle's equipment or driving controls;
- bags must not block aisles or cause obstructions;
- never attempt to get on or off the moving transport;
- never lean out of or throw things from the window of the transport;
- never run about or pass someone on steps or stairs while transport is moving;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;
- stay clear of doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport always use the Green Cross Code;
- if you feel unwell tell a teacher or supervisor.

### **Pupils with special educational and medical needs**

Headteacher/EVC should make every effort to include pupils with special educational or medical needs in academy visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

### **Pupils with medical needs**

Additional safety measures to those already in place in the academy may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a member of staff should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.

The group leader should discuss the pupil's individual needs with the parents. Parents should be asked to supply:

- details of medical conditions;
- emergency contact numbers;
- the child's GP's name, address and phone number;
- information on whether the pupil has spent a night away from home before and their ability to cope effectively;
- written details of any medication required (including instructions on dosage/times) and
- parental permission to administer & by whom;
- information on any allergies/phobias;
- information on any special dietary requirements;
- information on any toileting difficulties, special equipment or aids to daily living;
- special transport needs for pupils who require help with mobility.

Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc, if appropriate.

All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary, eg a care assistant.

If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the Academy Health Service or further information from the pupil's parents.

### **Pupils with special educational needs and disabilities**

The academy will already be familiar with the nature of a pupil's special educational needs. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEND and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:

- is the pupil capable of taking part in and benefiting from the activity?
- can the activity be adapted to enable the pupil to participate at a suitable level?
- will additional/different resources be necessary?
- is the pupil able to understand and follow instructions?
- will additional supervision be necessary?

It may be helpful to the pupil if one of the supervisors already knows them well and appreciates their needs fully. The group leader should discuss the visit with the parents of pupils with SEND to ensure that suitable arrangements have been put in place to ensure their safety.

Parents should be informed in writing of any off-site activity or visit unless it is a regular part of the academy curriculum which parents have already been informed about through the academy prospectus or a letter. Annual consent for local visits (walking distance) is asked for on entry to the academy.

### **Information to Parents**

Before residential visits, or when the pupils are to engaged in adventure activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English.

Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil health and safety should be given to parents:

- dates of the visit;
  - visit's objectives;
  - times of departure and return - parents must have agreed to meet their child on return;
  - the location where the pupils will be collected and returned;
  - mode(s) of travel including the name of any travel company;
  - the size of the group and the level of supervision;
  - details of accommodation with security and supervisory arrangements on site;
  - details of provision for special educational or medical needs;
  - procedures for pupils who become ill;
  - names of leader, of other staff and of other accompanying adults;
  - details of the activities planned and of how the assessed risks will be managed;
  - standards of behaviour expected and general group discipline including prohibited items.
- This information may take the form of a code of conduct which parents should sign;
- what pupils should not take on the visit or bring back;
  - clothing and equipment to be taken; money to be taken;
  - the information to be given by parents and what they will be asked to consent to;
  - details on the cost of the visit.

### **Parental consent**

Headteacher/EVC or group leaders should seek consent for:

- non-routine visits;
- adventure activities;
- residential visits.

If parents withhold consent absolutely the pupil should not be taken on the visit but the curricular aims of the visit should be delivered to the pupil in some other way wherever possible. The child should still attend the academy.



A parental consent form should be completed for each pupil in the group. Besides conveying the parents' consent it could also form the basis for obtaining details required. General issues to consider include:

- any allergies/phobias the pupil may have;
- any medication the pupil is taking (if so what the dosage is and who is to administer it);
- the name, address and phone number of the pupil's GP;
- any special/medical dietary requirements;
- whether the pupil suffers from travel sickness;
- information on any toileting difficulties;
- whether the pupil has any night time tendencies such as sleepwalking (for residential visits);
- the pupil's ability to swim in the pool or sea and their level of safety awareness, if relevant;
- any other information which the parent thinks should be known;
- the parental home and daytime phone numbers and addresses;
- an alternative contact, with their phone number and address.

### **Medical consent**

This should form part of the parental consent form. Parents should be asked to agree to the pupil's receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, head teachers may decide to withdraw the child from the visit - given the additional responsibility this would entail for the group leader.

Doctors can be expected to carry out necessary emergency treatment without parental consent.

### **Other consent**

Parental consent should be obtained specifically for the transporting of pupils in the private vehicle of a non-teacher adult or another pupil on the visit.

### **Early return**

The group leader should tell parents if they will be expected to fund the early return of a pupil whose conduct gives cause for concern on a visit. A written agreement may be necessary.

### **Contact with parents during the visit**

Headteacher/EVC should ensure that parents can contact their child via the academy contact and the group leader in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home. Parents should therefore:

- know the destination details;
- be aware of the emergency contact arrangements at home (particularly important during holiday periods when the academy may be closed) and at all the venues the group will visit;
- provide contact numbers for day and night use in an emergency.

This is best done by means of the consent form.

### **Pupils' contact with parents**

Group leaders should arrange for parents to be told by the academy of the group's safe arrival. Pupils may wish to speak to their parents individually. Such arrangements should be agreed with parents and pupils before the visit takes place if relevant.

### **General**

The group leader must give careful thought to planning transport. The main factors to consider include:

- passenger safety;
- type of journey - will the visit take place locally or will it include long distance driving ie motorways?
- traffic conditions;
- contingency funds and arrangements in case of breakdown/emergency;
- weather;
- journey time and distance;
- supervision.

### **Legislation**

The governing body should satisfy themselves that all travel arrangements, including the hire of private coaches or buses, are suitable for the nature of the visit. In practice Headteacher/EVC will normally carry out these checks.

**Seat belts:** All minibuses and coaches which carry groups of three or more children aged between 3 and 15 years inclusive must be fitted with a seat belt for each child. The seats must face forward and seat restraints must comply with legal requirements.

### **Supervision on transport**

The level of supervision necessary should be considered as part of the risk assessment for the journey. The group leader is responsible for the party at all times including maintaining good discipline.

Factors that the group leader should consider when planning supervision on transport include:

- level of supervision that will be necessary on double decker buses/coaches - one supervisor on each deck should be appropriate in normal circumstances;
- Pedestrian crossings and traffic lights or footbridges should be used to cross roads, whenever possible;
- safety on buses, trains, ferries and boats – the group leader should make clear to pupils how much or little freedom they have to 'roam'. Misbehaviour is a main cause of accidents to children on such means of transport. Appropriate supervision and discipline should be maintained at all times. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed;
- safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport. Pupils should be made aware of safety rules and expected standards of behaviour.
- safety of the group in the event of an accident or breakdown - the group should remain under the direct supervision of the group leader or other teachers wherever possible;

- head counts, by the group leader or another delegated teacher or supervisor, should always be carried out when the group is getting off or onto transport;
- responsibility for checking that seat belts are fastened;
- group members should be made aware that travel sickness tablets should only be administered to a pupil with previous authorisation from the parents;

### **Hiring coaches and buses**

The academy administrator is responsible for ensuring that coaches and buses are hired from a reputable company. Professional operators of buses and coaches are legally required to be licensed. Academies using operators to transport pupils should ensure that the operators have the appropriate public service vehicle (PSV) operators' licence. When booking transport, the academy administrator should ensure that seat belts are available for pupils. Whilst seat belts must be fitted on coaches which carry groups of children, they are not legally required on buses. Buses where seat belts are not fitted are not normally appropriate for visits involving long journeys.

If any of the group use a wheelchair, the group leader should ensure that transport used has appropriate access and securing facilities.

### **Private cars**

Teachers and others who drive pupils in their own car must ensure their passengers' safety, that the vehicle is roadworthy, and that they have appropriate licence, MOT and insurance cover for carrying the pupils. Volunteers should be carefully vetted by the academy before they are permitted to drive pupils in their car. If necessary, assurances should be requested by the Headteacher/EVC.

The driver is responsible for making sure that pupils have a seat belt and a booster seat where relevant, and use them at all times. Vehicles without seat belts should not be used.

Headteacher/EVC or group leaders who wish to use parents or volunteers to help transport pupils in their own cars, must ensure that they are aware of their legal responsibility for the safety of the pupils in their cars. Parents' agreement should be sought (on the consent form) for their children to be carried in other parents' cars. It is advisable that parents driving pupils are not put in a position where they are alone with a pupil. The group leader should arrange a central dropping point for all pupils rather than individual home drops.

### **Transport in a minibus**

Use of private minibuses can be made for short frequent journeys. Minibuses have a maximum capacity of 16 seated passengers plus the driver. A forward facing seat with seat belt must be provided for each child. The driver is responsible for the vehicle during the visit. The minibus driver must be qualified to drive a minibus and have a valid and clean driving licence. It is advisable for all those who may drive the minibus to receive training in minibus driving and the management of passengers. Minibus drivers must always adhere to transport Regulations.

## **Insurance**

The academy has an insurance policy with Gallagher Bassett. The policy covers all educational visits undertaken in the UK and abroad. Group leaders should take a copy of the insurance policy with them on all residential trips.

### ***Regular trips:***

Children in KS2 go swimming at the Carlton Colville swimming pool.

### ***Local trips:***

During the term teachers may plan to take classes on local walks as part of their topic. Permission does not need to be requested from parents as a general consent form is signed on admission to the academy. Ratios at least 1:10

### ***Other trips:***

Trips/visits should be arranged relevant to the topic and age range of the children. They should be well planned following guidance in the policy. Trips involving any form of public transport should have ratio of at least 1:6 and must have parental consent.

### ***Residential trips:***

Children in year 4 & 6 are offered the opportunity for a residential visit. The visit should be should be well planned following guidance in the policy. All activities are planned for and led by experienced and qualified outdoor education teachers

## **Emergency Procedures**

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

Emergency procedures are an essential part of planning a academy visit.

If an accident happens, the priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty;
- inform the emergency services and everyone who needs to know of the incident.

### ***Who will take charge in an emergency?***

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

**Pre-arranged academy home contact.** The academy contact's main responsibility is to link the group with the academy, the parents and the Trust (where appropriate), and to provide assistance as necessary.

The named person should have all the necessary information about the visit.

### ***Emergency procedures framework***

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

### ***Emergency procedures framework during the visit***

If an emergency occurs on a visit the main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention for them;
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- inform the academy contact. The academy contact number should be accessible at all times during the visit;
- details of the incident to pass on to the academy should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- notify insurers, especially if medical assistance is required (this may be done by the academy contact);
- notify the provider/tour operator (this may be done by the academy contact);
- ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate;
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the home area;
- no-one in the group should discuss legal liability with other parties.

### ***Emergency procedures framework for academy base***

Prior to the visit, the name and academy and home telephone numbers of an academy contact should be identified. It is advisable to arrange a second contact as a reserve. Headteacher/EVC and group leader should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

The main factors for the academy contact to consider include:

- ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the academy base;

- contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The academy contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;
- liaison with Trust and/or governing body. The academy contact should act as a link between the group and Trust and/or chair of governors and arrange for the group to receive assistance, if necessary;
- liaison with media contact. If a serious incident occurs, the academy contact should liaise with the designated media contact as soon as possible;
- the reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)*.

### ***Media contact***

The media contact should liaise with the academy contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to the media contact. The name of any casualty should not be given to the media.

### ***After a serious incident***

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the academy have been affected. In some cases reactions do not surface immediately. In this situation it can be helpful to contact local community support services and to seek professional advice on how to help individuals and the academy as a whole cope with the effects of a tragedy.

**Appendix 1:**  
**Kessingland Church of England Primary Academy**  
**Summary of Policy for Health & Safety on trips**

What does this mean for adults planning/on the trip?

- Trips must be carefully planned with H&S issues considered carefully.
- A pre visit must be made if none of the adults involved have visited the location within the preceding couple of years.
- A meeting must be held prior to the trip to inform parents/helpers of expectations, this can be at 8.20am on the day of the trip.
- Leaflets for helpers should be given out and discussed at the meeting.
- Adults should have a list of the names of the children they are responsible for.
- Adults should pair up so that if there is an incident, one adult can remain with the children while the other goes for help.
- At least one adult should be taking a mobile phone. The number of which must be given to admin.
- If travelling by coach, seatbelts must be worn.
- When crossing roads an adult must stand in the road as the children cross.
- When travelling by tube/train the lead adult should have one foot on/off train while children are counted on. An adult must go on first.
- Regular head counts must be made, especially when getting on/off transport and entering/leaving buildings.
- At no point should children be left unsupervised eg: if boys are using a public toilet a member of staff must stand outside and keep voice contact (if no male adult on the trip).
- The lead member of staff must organise for a first aid kit to be taken on the trip.
- The lead member of staff must check that all consent forms have been returned signed.

## **Appendix 2: Information for Helpers on Trips**

- Make sure you know the number and names of the children in your group, their class and teacher's name.
- Academy address and telephone number:  
Kessingland Church of England Primary Academy  
Field Lane, Kessingland, Suffolk. NR33 7QA  
01502 740223



- If you are travelling by coach, please ensure the children wear seatbelts at all times.

# **Kessingland Church of England Primary Academy Information for Helpers on Educational Visits**



Thank you for volunteering to come on our academy trip. Without your help, we would not be able to arrange these trips.

A few points to remember:

- The children are officially still at our academy and should therefore behave as they are expected to at academy.
- Unless otherwise told by the class teacher, children should not be eating until lunchtime. Chewing gum/sweets are not permitted.
- Generally, you will be given a group of children to be responsible for. You must make sure that your group of children stay with you at all times. If it is necessary for you to leave them eg: to visit the toilet, please make sure you leave them with another adult on the trip.
- Adults on trips with children should not smoke in front of the children.
- Please encourage children to behave sensibly at all times. Their behaviour reflects on our academy.
- If you have any problems with any children in your group, please tell the class teacher as soon as possible.
- Please help the children to get the most from their trip by looking at exhibits with them and helping them to read explanations where necessary.
- Find out from the teacher beforehand where the toilets are and any other useful information.
- Make sure the children observe the rules of the place that they are visiting, eg: no running in a museum.
- Above all, enjoy your day! 😊



### Appendix 3

#### Generic Risk Assessment Proforma

<b>Visit to:</b>	<b>Date:</b>	<b>Group Size:</b>	<b>Age:</b>		
<b>Leader:</b>		<b>Other Staff:</b>			
<b>Education Objectives:</b>					
<b>Hazard</b>	<b>How To Manage It</b>	<b>Who To Be Informed</b>			
<b>Hazard</b> (to whom and likelihood) Site – Group – Activity --Transport	What procedures will be in place (controlled measures)	Parents	Staff	Pupils	

**Assessed by Leader:**

**Signed:**

**Date:**

**Reference to Generic Risk Assessments/Polices and Operation Procedures:**

**Alternative Plans:**

**Emergency Pack Completed and available to:**

**Review:**

Ongoing/Dynamic Risk Assessments undertaken during visit  
I.E. Variations to Plan

Date Reviewed:

‘Risk Assessment focuses attention on real risk – not risks that are trivial or fanciful.’

‘Staff running schools trips need to focus on the risks and benefits to people – not the paperwork.’

School trips and outdoor learning activities, tackling health and safety myths - [hse.gov.uk](http://hse.gov.uk) 06/11

### Visit planner

Name of Visit Leader:
Proposed number of pupils attending:
Proposed number of adults attending:
Visit details including price details:
Proposed date of visit:
Start time of event:
Finish time of event:
Can this transport be shared with any other schools:
If the children arrive back to school after school hours, are they allowed to walk home alone? (Applies to Year 5 & 6 only) Yes/No
Do the children need to bring any equipment? (Such as water bottle, wellies, PE equipment).

All day trips – we will assume any child who receives PP or UIFSM will receive a packed lunch from school unless notified otherwise.

### CHECKLIST FOR DAY & SPORTS TRIPS

3 weeks +	Venue planned and booked	Visit Leader	
3 weeks	Visit planner issued to office	Visit Leader	
3 weeks	Pupils planned into groups / adults to ensure correct number of adult help	Visit Leader	
3 weeks	Check DBS details for volunteers	Office	
3 weeks	Coach sourced and booked	Office	
3 weeks	Letter issued to parents	Office	
2 weeks	EVOLVE entered	Visit Leader	
2 weeks	Risk assessment raised	Visit Leader	
2 weeks	Lunch order given to kitchen	Office	
1 week	Reply slips received	Office	
1 week	Money received	Office	
1 week	Pupil list given to Visit Leader (including Allergies / Medical needs / contact numbers)	Office	
1 week	EVC EVOLVE approval	Office	
1 week	EVOLVE Head approval	Head	
2 days before trip	Mobile phone charged	Office	
2 days before trip	Insurance form completed	Visit Leader	

Day before trip	Insurance form signed	Head	
Day before trip	First Aid kit prepared to include Asthma Pumps and left in school office.	Visit Leader	
Day of trip	Mobile phone collected and signed for	Visit Leader	
Day of trip	First Aid kits collected	Visit Leader	
Day of trip	Pupil List taken	Visit Leader	