



EDUCATIONAL VISITS

Nurturing today's young people,
Inspiring tomorrow's exemplary citizens



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1. RESPONSIBILITIES FOR VISITS

Under the Health and Safety at Work Act 1974, Al Jamiatul Islamiyah has a SLT and trustboard that will:

- Ensure that an educational visit has a specific and stated objective.
- Ensure that the Principal/group leader shows how their plans comply with regulations and guidelines, including the School's Health and Safety Policy.
- Ensure that they are informed about less routine visits
- Assess proposals for visits which include an overnight stay.

1.1 Head Teacher

The Head Teacher of the School will endeavour to ensure that:

- Visits comply with the School's regulations.
- Group leaders who are appointed are competent to monitor the risks throughout the visit.
- Adequate child protection procedures are in place.
- All necessary actions have been completed before the visit begins.
- Risk assessments have been completed before the visit begins.
- A competent person has assessed that training and appropriate safety measures are in place.
- The group leader has sufficient experience in supervising the age groups involved.
- The group leader is familiar with the location.
- Group leaders are able to organise visits with sufficient time.
- Non-teacher supervisors are appropriate people to supervise the students (list 99 check has been carried out).
- The ratio of supervisors to students is appropriate
- Parents have signed consent forms.
- Appropriate arrangements have been made for students with medical or special needs.
- Adequate first aid provision is available.
- The mode of transport is appropriate.
- Travel times out and back are known, including pickup and drop off points.

- There is adequate and relevant insurance.
- The name and address of the venue is known, including a contact name.
- The group leader has a copy of the emergency procedures of the School.
- The group leader has the names, addresses and telephone numbers of the next of kin of all students and accompanying staff.
- There is a contingency plan for late return from the visit.
- A deputy group leader has been appointed.

1.2 Group Leader

The group leader is responsible for ensuring that:

- The Head Teacher has approved the visit.
- Accompanying adults are capable of supervising the group.
- The visit complies with the School's regulations.
- Child protection procedures are in place.
- All necessary actions have been completed before the visit begins.
- Risk assessments have been completed before the visit begins.
- Safety measures are in place.
- Accompanying adult has sufficient experience in supervising the age groups.
- The group leader is familiar with the location.
- Sufficient time is available to plan the visit thoroughly.
- Non-teacher supervisors are appropriate people to supervise the students (list 99 check has been carried out).
- The ratio of supervisors to students is appropriate.
- Parents have signed consent forms.
- Pupils have been appraised of their responsibilities.
- Appropriate arrangements have been made for students with medical or special needs.
- Adequate first aid provision is available.
- The mode of transport is appropriate and there are sufficient places on vehicles for the numbers involved.

- Traveltimesoutandbackareknownincludingpickupanddropoffpoints.
- There is adequate and relevant insurance.
- Thenameandaddressofthevenueisknownincludingacontactname.
- She has a copy of the emergency procedures of the School.
- Arecordofthenames,addressesandtelephonenumbersofthenextofkinofallstudents and accompanying staff.
- There is a contingency plan for late return from the trip.
- A deputy group leader has been appointed.

1.3 Teachers

TeachersattheSchoolwillsafeguardthehealthandsafetyofallstudentsinthegroupandactas any reasonable parent would do in the same circumstances.

They should:

- Followtheinstructionsofthegroupleaderandhelpwithcontrolanddiscipline.
- Consider stopping the visit or the activity and notify the group leader accordingly if they thinktherisktothehealthorsafetyof thepupilsundertheirsupervision.

1.4 Adult Volunteers

Non-teacheradultsonthevisitshouldbeclearabouttheirrolesandresponsibilitiesduringthe visit. Non-teacher adults acting as supervisors must:

- Dotheirbesttoensurethehealthandsafetyofeveryoneinthegroup.
- Notbeleftinsolechargeofpupilsexceptwhereithaspreviouslybeenagreedaspartof the riskassessment.
- Follow the instructions of the group leader and teacher supervisors and help with control and discipline.
- Speak to the group leader or teacher supervisors if concerned about the health and safety of the pupils at any time during the visit.

1.5 Pupils

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

- Not take unnecessaryrisks.
- Follow the instructions of the leader and other supervisors including those at the venue of the visit.

- Behave in an appropriate manner that represents the school.
- If abroad, be sensitive to local customs and codes.
- Lookoutforanythingthatmight harmorthreatentheselvesoranyoneinthegroupand tell the group leader or supervisor about it.
- Anypupilswhosebehaviourmaybeconsideredtobeadangertothemortohegroup maybestoppedfromgoingonthevisit. Thecurricularaimsofthevisitforthesepupils should be fulfilled in other ways wherever possible.

1.6 Parents

Parents must be given the opportunity to make an informed decision about whether their child should go on the visit. The group leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions.

Thegroupleadershouldalsotellparentshowtheycouldhelppreparetheirchildforthevisit. Parents will need to:

- Provide the group leader with emergency contact numbers;
- Sign the consent form.
- Give consent for pupils to travel in private cars, where necessary.
- Give the group leader information about their child's emotional, psychological and physical health which might be relevant to the visit. This should be done through the consent form.
- Provide authorisation for medication, such as travel sickness tablets, to be administered if necessary.

2. PLANNING THE VISIT

2.1 Risk Assessment visits

All arrangements for trips of whatever kind must be well organised by the group leader. As part of this process a risk assessment must be carried out and be approved by the Head Teacher.

At no time must the pupils be placed in situations that expose them to an unacceptable level of risk. Safety must always be the prime consideration. Visits must only take place after an assessment has been completed.

The Risk Assessment record must be given to the Head Teacher, all teachers/supervisors (and made available to parents on request), prior to the visit, with details of the measures they should take to avoid or reduce the risks.

Regular visits should also be assessed at frequent intervals to avoid the dangers of complacency.

Risks must be monitored at regular periods during the visit and appropriate action taken as necessary.

A written assurance should be obtained from providers that a risk assessment has been carried out and appropriate safety measures are in place.

The group leader should also consider the following factors:

- 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 ratio of teachers and supervisory adults 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.

The risk assessment form in the appendix should be completed during the exploratory visit for each assessment and should be available for the Head Teacher's inspection.

2.2 Other Considerations

Other factors which should be taken into consideration are:

- The facilities/equipment needed for the group to take on the visit.
- The facilities and 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.
- Transport arrangements.
- Communication arrangements.
- Information to the provider.
- Supervision ratios.
- Contingency measures for enforced change of plan or late return.
- Information to parents.
- Preparing pupils.

- Emergency arrangements.
- Arrangements for sending pupils home early.

2.3 Financial Planning

The group leaders should ensure that parents have early written information about the costs of the visit. Parents should be given enough time to prepare financially for the visit.

2.4 First Aid

First aid will form part of the risk assessment. The visit must be well prepared for and the appropriate first aid equipment taken on the trip.

The minimum first aid provision for an excursion is:

- A suitably stocked first-aid box (see First Aid Policy).
- Full address including Postcode of place visiting placed in first aid boxes.
- A person appointed to be in charge of first aid arrangements.
- At least one "Appointed Person" first aid certificate holder must accompany the trip. The group leader should also

consider:

- The number of people in the group and the nature of the activity.
- The likely injuries.
- The distance to the nearest hospital.

2.5 Supervision

It is important that there is a high enough ratio of adult supervisors to pupils for any visit. Parents and volunteers should be used to supplement the supervision ratio.

A list 99 check should be carried out before supervisors commence contact with the pupils.

For protection of both adults and pupils, all adult supervisors should ensure that they are not alone with a pupil whenever possible.

All supervisors must be aware of students who may need extra attention, such as those with special or medical needs.

2.6 Head Counts

All supervisors should carry a list of pupils and adults at all times. A roll call should be taken before setting out on the school trip. Regular head counts should take place during the visit, particularly before leaving the venue.

2.7 Remote Supervision

When the aim of the visit is for older students to encourage independence and investigative skills, some of the time on visits such as trips abroad and fieldwork may be unsupervised. The group leaders should establish during the planning stage of the visit whether the pupils are competent in remote supervision and should ensure that parents have agreed to this part of the visit. The group leader will remain responsible for them when not in direct contact with them.

2.8 Preparing Pupils

Pupils should clearly understand what is expected and what the visit will entail. Pupils must understand what type of behaviour is expected of them and why rules must be followed. Pupils must also be informed about any potential dangers and how they should act to ensure their own safety.

Pupils should also be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This should include considering health and safety issues.

2.9 Participation

The pupils should be capable of undertaking the proposed activity and 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 must be withdrawn from the activity. On residential visits the group leader should consider whether pupils should be sent home early.

Parents must be informed of the behaviour required of students and that any misbehaviour may lead to the pupil being returned home. Costs which result in the child being returned home will be met by the parents.

Visits arranged must be accessible to all those who wish to participate irrespective of special (SEN), medical or ethnic needs.

2.10 Information to Pupils

Pupils should understand:

- The aims and objectives of the visit/activity.
- Information about the place to be visited.
- How to avoid specific dangers and why they should follow specific rules.
- Why safety precautions are in place.
- What standard of behaviour is expected of them.
- Who is responsible for the group.
- What not to bring back into the country if travelling abroad.

- What to do if separated from the group.
- Emergency procedures.
- What to do if approached by a stranger.

N.B. All students should be provided with a checklist before the visit.

For residential visits, all students should carry the name and address of the accommodation.

Where there are a number of multiple activities, students' differing requirements for each activity will need to be assessed. Pupils will need to be aware of who is responsible for each activity. If at any time there are changes to the planned schedule, new activities should be assessed and appropriate information provided to the students.

2.11 Preparing Pupils for Remote Supervision

As a minimum, pupils should have the following:

- Emergency contact details.
- Money.
- Maps and plans.
- Location of local telephone numbers and appropriate coins.
- Knowledge on how to summon help.
- Knowledge of out-of-bounds areas or activities.
- Some form of identification, such as a school identity card, and a rendezvous point.

2.12 Transport and Pupils

Pupils should be aware of the basic safety rules in using transport, such as wearing seat belts while the vehicle is moving; not distracting the driver; and not moving about in the vehicle unnecessarily when on the move.

2.13 Pupils with Medical Needs

Arrangements for Medical Needs should be made prior to visit including the knowledge of any medical emergency procedures that may be required. The group leader should discuss the pupil's individual needs with parents prior to the visit. The insurance policy should cover the medical needs of existing staff and pupils.

2.14 Communicating with Parents

The following information should be given to parents:

- Date(s) of the visit.

- The visit's objectives.
- Times of departure and return - parents must have agreed to meet pupils on return.
- The location where the pupils will be collected from and returned to.
- Mode(s) of travel, including the name of the travel company.
- The size of the group and times when remote supervision will take place.
- Details of security.
- Details of provision for pupils with SEN or medical needs.
- Procedures for pupils who become ill.
- The name of the group leader and other accompanying staff.
- Details of activities planned.
- What pupils should/should not take with them on the trip.
- Clothing and equipment to be taken.
- Money to be taken.

2.15 Parental Consent

The group leader should seek parental consent for:

- Adventure activities.
- Remote supervision.
- Residential visit.
- Visits abroad.
- Administering medication.
- Transporting pupils in private vehicles.

3. PLANNING TRANSPORT

3.1 Legislation

The transport provider must ensure that the transport is suitable for the nature of the visit. The driver is responsible for the vehicle during the visit.

All minibuses and coaches which carry groups of children must have seat belts. All seats must face forward and comply with legal requirements.

The driver will be responsible for any coaches, minibuses or buses used in transit.

3.2 Supervision on the Transport

The driver of the vehicle will not be responsible for the pupils during the journey. The group leader will remain responsible for the party at all times.

Group leaders must check:

- That seat belts are securely fastened.
- Pupils do not approach the driver during transit.
- Travel sickness tablets are only administered to pupils with previous authorisation from the parents.

3.3 Hiring Coaches and Buses

The group leader must ensure that coaches and buses are licensed and that operators have the appropriate public service vehicle (PSV) license.

3.4 Private Cars

Teachers and other adults who drive pupils in their own cars must ensure that the pupils' safety is well safeguarded. Pupils must always wear a seat belt.

Consent must be received from parents before pupils can travel in private cars. All adults using their own cars will be responsible for the vehicle.

3.5 School Minibus

The school currently does not have a minibus. If one is to be hired, the Head Teacher will appoint a Minibus driver as the responsible authority and ensure the school has made the necessary insurance arrangements to cover all aspects of the trip.

The Minibus driver will:

- Not drive when taking medication or undergoing treatment which may affect his ability or judgement.
- Know what to do in an emergency.

- Know how to use fire-fighting and first aid equipment.
- Avoid long periods of driving without a rest.
- Clarify and comply with transport regulations and the requirements of the vehicle's insurance cover.
- Take into account the effects of teaching in the working day.
- Be aware of the different licence requirements which would normally apply for driving abroad.
- Be aware of the EC regulations.

4. TYPES OF VISITS

4.1 School-led Adventure Activities

If a member of staff is to organise, lead and instruct an adventure activity they should complete the risk assessment as outlined earlier in this policy.

4.2 Coastal Visits

Group leaders should make sure that a risk assessment has been carried out. Pupils should be made aware of:

- Potential hazards.
- Cliff tops and the dangers they present.
- Warning signs and flags.
- How to summon the assistance of the coastguards.

4.3 Swimming in the Sea or Other Natural Waters

Swimming or paddling in the sea or other natural waters are potentially dangerous activities. They must only be permitted as formal and supervised activities with qualified lifeguard cover.

The group leader must:

- Ascertain individual pupils' swimming ability.
- Designate a safe area of water for use by the group.
- Be aware of local conditions.
- Ensure that pupils have not eaten at least half an hour before swimming.

- Adopt and explain the signals of distress and recall.

4.4 Swimming Pools

The checklist (found in the appendix) must be completed before commencing swimming activities.

4.5 Farm Visits

The farm must be well managed, have a good reputation for safety, and maintain good hand washing facilities and clean grounds and public areas.

The group leader must never let pupils:

- Place their faces against the animals or put their hands in their mouths after touching an animal.
- Eat until they have washed their hands.
- Sample any animal foodstuffs.
- Drink from farm taps (other than designated ones).
- Ride on tractors or other machines.
- Play in the farm area.

4.6 Residential Visits

The ratio of 1 adult to every 10 students should be maintained throughout a residential trip. The group leader must comply with the following:

- The group should ideally have adjoining rooms with teacher's quarters. A floor plan of the rooms reserved should be obtained in advance of the visit.
- The immediate accommodation area should be exclusive for the group's use.
- Ensure that there is appropriate and safe heating and ventilation.
- Ensure that the group is aware of the lay-out of the accommodation, its fire precautions and fire exits, its regulations and routines, and that everyone can identify key personnel.
- Security arrangements are in place when the reception is not staffed.
- The manager of the accommodation should be asked for assurances that staff have been checked as being suitable to work with young people.
- There should be drying facilities.
- There should be adequate space for storage of equipment.
- There should be provision for pupils with special needs or those who feel sick.
- The accommodation should be safe and secure. Balconies, electrical connections, windows and doors should be checked with a view to safety and security.
- Where possible, pupils should not be lodged in ground floor accommodation.
- The fire alarm must be audible throughout the premises.

- There should be recreational accommodation facilities for the students.
- The accommodation should meet the pupils' cultural and Islamic needs.
- There should be an appropriate number of supervisors during the night.

5. VISITS ABOARD

5.1 Organising Transport

Group leaders should ensure that drivers taking groups abroad are familiar with driving the coach or minibus in the countries being visited and those en route. EC regulations require the fitting and use of a tachograph and prescribe maximum limits on driving time and minimum requirements for breaks and rest periods. These regulations will also apply to the driver of the school minibus when undertaking a European/International journey. Different licence requirements would normally apply for driving abroad.

Factors to consider when travelling abroad include:

- The need to be aware that different legislation and regulations may apply for drivers' hours and record-keeping purposes, particularly in non-EU countries.
- EU drivers' hours and tachograph regulations normally apply to any vehicle with 9 or more passenger seats on journeys through EU countries and some countries outside the EU. In other countries, drivers must observe the domestic rules of the countries being visited. Advice on domestic rules may be obtained from the relevant embassies of the countries concerned. See also Taking a Minibus Abroad (DETR).
- Special documentation is required for minibuses taken abroad.
- All group members should be aware of unfamiliar right-hand drive traffic. The passenger door on UK minibuses and coaches may not open on the kerb side in countries where travel is on the right-hand side of the road. Extra care will be necessary when the group is climbing in and out of the vehicle.
- Insurance cover for road transport vehicles.

5.2 Using a Tour Operator

Before using a tour operator group leaders should ensure it is reputable.

Ascertaining this should form part of the risk assessment. The Civil Aviation Authority licenses travel organisers and tour operators selling air seats or packages with an air transport element (Air Travel Organisers Licence or ATOL). The licence is a legal requirement and provides security against a licence holder going out of business.

A travel agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But if so the group leader must check whether or not the whole package being supplied is covered by ATOL. If it is not, the organiser must show evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency.

5.3 Staffing the Visit

Staffing ratios for visits abroad are difficult to prescribe as they will vary according to the activity, the pupils' age and sex, the location, and the efficient use of resources. A minimum ratio of 1 adult to 10 pupils is a general rule of thumb but at least two of the adults should be teachers. There should be enough adults in the group to cover an emergency.

5.4 Preparing Pupils for Visits Abroad

Factors to consider for visits abroad include:

- Language - particularly common phrases.
- Culture - e.g. body language, rules and regulations of behaviour, dress.
- Codes, local customs, attitudes to gender etc.
- Drugs, alcohol-usage.

It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas.

5.5 Vaccinations

The group leader should find out whether vaccinations are necessary and ensure that all members of the group have received them in good time. Group leaders will need to check whether the country to be visited requires proof of vaccination.

5.6 Insurance

The group leader must ensure that the group has comprehensive travel insurance.

5.7 Foreign Legislation

The group leader will need to check relevant legislation, particularly on health and safety e.g. fire regulations. Pupils other than EU nationals may require separate passport and may need to use separate passport control channels from the rest of the group.

5.8 Language Abilities

One of the adults with the group should be able to speak and read the language of the visited country. If not, it is strongly recommended that the leader or another adult learns enough of the language to hold a basic conversation and knows what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit.

5.9 Visas/Passports

The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. A group passport may suffice in certain circumstances.

Photocopies of the group's passport should be taken for emergency use. If a child is subject to a care order, foster parents will need to ensure that the Social Services Department consents to any proposed trip. If a pupil is a ward of court, the Head Teacher will seek advice from the court in relation to school journeys and activities abroad well in advance.

5.10 Emergency Medical Facilities

Some of these are available through reciprocal health care arrangements in European Community (EC) countries to EU Nationals. The European Health Insurance Card (EHIC) from the Department of Health (replacement for the E111) is the certificate of entitlement to free or reduced cost treatment and must be completed by the child's parent. This form is also available from Post Offices. It is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later.

5.11 Nationality

If the group includes a pupil whose national or immigration status or entitlement to a British passport is in doubt, it is advisable to make early enquiries of the Home Office's Immigration and Nationality Directorate concerning the requirements of the immigration rules and the right of re-entry.

Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a school group.

5.12 Group Leader Checklist

The group leader should ensure that they obtain and take with them:

- Travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag.
- A copy of the contract with the centre/hotel etc., if appropriate.
- Medical papers e.g. EHIC's entitlement and significant medical histories.
- Parental consent forms and permission for the group leader to authorise emergency treatment on the parents' behalf.
- The phone numbers and addresses, at home and in school, of the Principal and of the School Administrator.
- The names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace).
- Copies of a list of the group members and their details.
- Details of insurance arrangements and the company's telephone number.
- The name, address and telephone number of the group's accommodation.

- The location of local hospital/medical services.
- The group leader may wish to ask parents for passport size photographs of the pupils. It might be useful to have photographs of the adults in the group as well.

5.13 Information Retained at the School

Full details of the visit should be retained at the School while the visit is in progress. This should include:

- The itinerary and contact telephone number/address of the group.
- A list of group members and their details.
- Contact names, addresses, telephone numbers of the parents and next of kin.
- Copies of parental consent forms.
- Copies of travel documents, insurance documents, medical papers.
- A copy of the contract with the centre/hotel etc., if appropriate.

It is the Head Teacher's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed. The School Administration Office should also hold a copy of the information.

5.14 During the Visit

It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation/meeting point, or to take them to the police station. They should also carry the group leader's name and the duty contact's phone number.

All group members should carry an appropriate amount of foreign currency at all times e.g. money for telephone (or a phone card). It is important to be able to identify group members readily e.g. through their uniform, a brightly coloured backpack, a distinctive item of clothing, or badges. However, for reasons of personal safety, no student should display their name in a manner clearly visible on the outside of their clothing.

5.15 Emergencies

The group leader must ensure that all members of the group know what action to take if there is a problem.

The group leader and supervisors should know where the nearest British

Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Group leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.

Many of the health problems of pupils on long visits are caused by a lack of food, liquid or sleep. The group leader should take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents should be asked to provide sun protection such as sunglasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration, which can cause headaches, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing - preferably made of cotton or other natural fibres.

5.16 Contacts at Home

It is advisable to have a teacher/contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

5.17 Exchange Visits

The School does not operate an exchange visit policy.

6. EMERGENCY PROCEDURES

6.1 General Guideline

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.

If an accident happens, the priority is to safeguard the uninjured members of the group.

6.2 Who Will Take Charge in an Emergency?

The group leader will take charge in an emergency and will 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.

A suggested summary checklist for the group leader is to:

- Assess the situation.
- Ensure that any casualties are attended to.
- Inform the emergency services and everyone who needs to know of the incident.

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

6.3 Emergency Procedures Framework during the visit

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

- Establishing the nature and extent of the emergency as quickly as possible.
- Ensuring that the entire group are safe and looked after.
- Establishing the names of any casualties and getting immediate medical attention for them.
- Ensuring that all group members who need to know are aware of the incident and that all group members are following the emergency procedures.
- Ensuring that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together.
- Notifying the police if necessary.
- Notifying the British Embassy/Consulate if an emergency occurs abroad.
- Informing the school contact (see below). The school contact number should be accessible at all times during the visit.

- Passing on details of the incident to the school should include: the nature, date, time and location of the incident; the names of casualties and details of their injuries; the names of others involved so that parents can be reassured; the action taken so far; the action yet to be taken (and by whom).
- Notifying insurers, especially if medical assistance is required (this may be done by the school contact - see below).
- Notifying the provider/tour operator (this may be done by the school contact - see below).
- Ascertaining telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures.
- Writing down accurately and as soon as possible all relevant facts and witness details and preserving any vital evidence.
- Keeping a written account of all events, times and contacts after the incident.
- Completing an accident report form as soon as possible.
- 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.

6.4 Emergency Procedures Framework for School Base: School Contact

Prior to the visit, the name of a school contact should be identified, along with his/herschool and home telephone numbers. The school contact's main responsibility is to link the group with the School and the parents and to provide assistance as necessary. The named person should have all the necessary information about the visit. The main factors for the school contact to consider include:

- Ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base.
- Contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The school 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;
- Liaising with the governing body. The school contact should act as a link between the group and the Governing body and arrange for the group to receive assistance, if necessary;
- Liaising with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible
- Reporting the incident using appropriate forms, if necessary. Some incidents are reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

6.5 After a Serious Incident

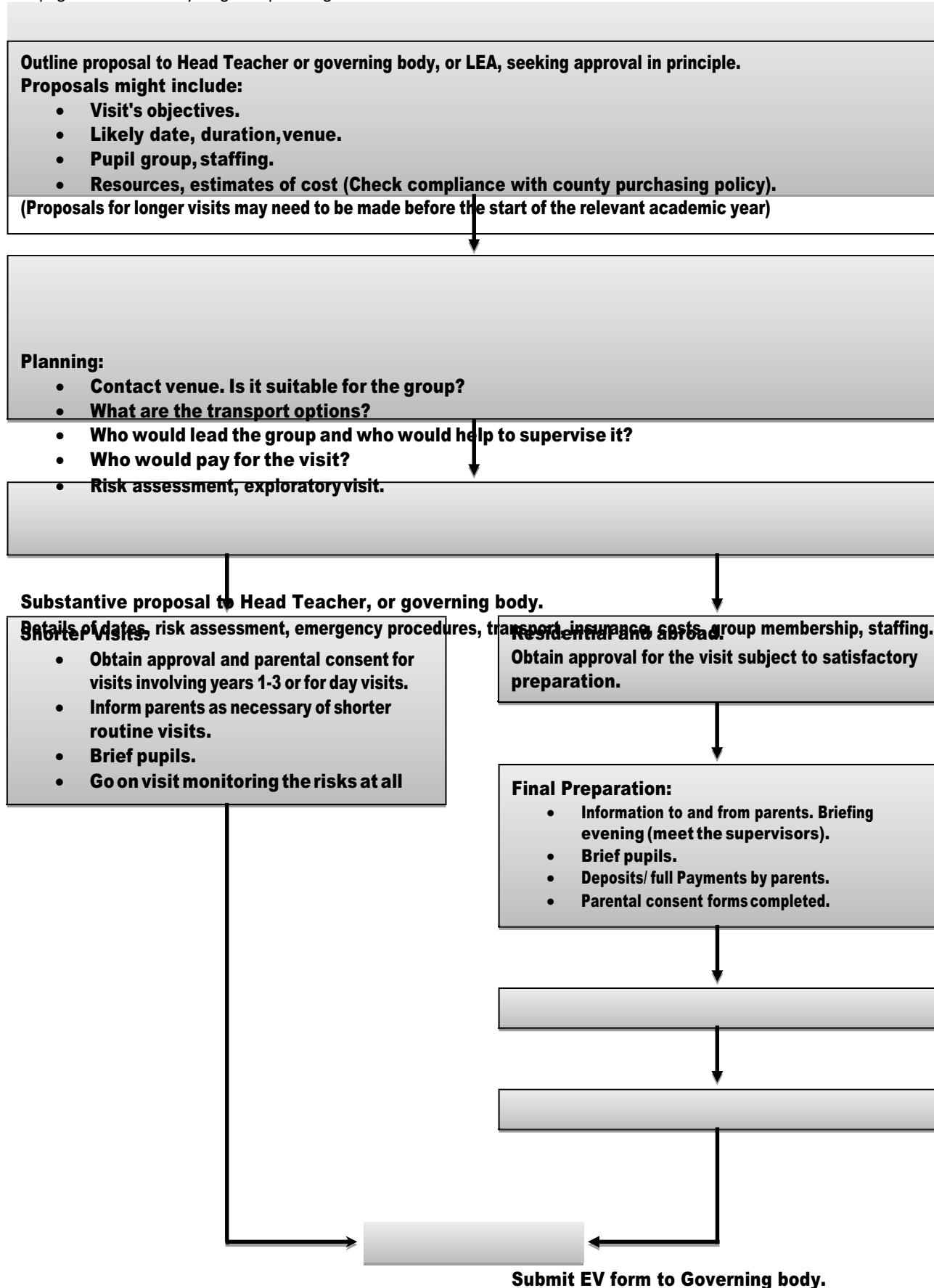
It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff members of the School have been affected. The School should be aware of this and contact the appropriate agency at the discretion of the Head Teacher.

6.6 Media Contact

The Head Teacher will liaise with the media and, where appropriate, the emergency services. The names of any casualties must not be given to the media without prior acknowledgement from families affected.

7. CHART GUIDE TO PLANNING THE VISIT

This page charts the likely stages of planning a visit.



Go on visit monitoring the risks at all times.

Evaluate

7.1 Visit planning procedure.

Most visits can be approved within school procedures, taking into account the Risk Assessments made and control measures identified. Some activities designated as 'Adventure', some areas of the UK designated as 'Wild Country' and visits abroad need specific Governing Body's approval 3 months in advance of the visit.

It is strongly recommended that potential visit leaders discuss their ideas with the Head Teacher from the outset to determine if any part of the visit falls into a category described above.

Any member of staff proposing to take pupils out of school (for whatever reason) during or beyond the school day, and taking the role of Visit Leader should plan the Educational Visit as follows.

7.2 Stage 1

- Identify the Objectives for the Educational Visit
- Identify the pupils taking part
- Identify appropriate dates/times for the Educational Visit to take place
- Identify the destination(s) for the Educational Visit
- Identify the mode(s) of travel for the Educational Visit
- Identify staffing, supervision and responsibility requirements in line with
- DfES published guidelines.
- Identify a draft or specimen timetable for the Educational Visit
- Make a preliminary visit to the location if required.
- Identify any activities which would fall into the 'Adventure' category
- Consult the School Policies on 'Health & Safety' and 'Health & Safety of Pupils on Educational Visits'

At this stage discuss the above with the Head Teacher, make alterations as required and submit written proposals on the appropriate documentation to the Head H&S governor for consideration.

Once approval has been given:

7.3 STAGE 2

- Complete and submit the appropriate approval forms to the Head Teacher.
- Ensure dates are checked/entered into school diary as appropriate.

7.4 STAGE 3

- Provide parents with full details of the Educational Visit including behaviour and Insurance statements.
- Ensure parental consent of all students has been logged on file regarding the planned visit.
- Obtain medical details and Parental Consent for medical treatment (if applicable).
- Obtain mobile phone numbers from participating pupils.
- Confirm bookings with providers of transport, accommodation, etc.
- Advise other teaching staff if pupils will be missing from lessons.
- Complete Risk Assessments as appropriate.
- Confirm that all supervisors have the required competency and expertise, including a supervisor with a good working knowledge of First Aid.
- Identify which parts of the visit will have close supervision and which will have remote supervision.
- Identify any Child Protection, medical, SEN, behaviour, etc. issues and devise strategies and control measure accordingly through Risk Assessments.
- Confirm that any accompanying adults are appropriate persons and CRB checked if necessary.
- Advise parents that excessive money or expensive personal equipment will not be accepted.
- Keep detailed records of monies, passports, etc. collected and issue receipts where appropriate.
- Ensure parental approval of all single Muslim staff has been logged on file for overnight planned visit.

At this stage have a further discussion with the Deputy Head to confirm that the arrangements above have been made, and to submit Risk Assessments (which must include First Aid arrangements).

7.5 STAGE 4

- Advise parents of final arrangements, including channels of communication.
- Provide group lists and emergency contact details to Adult Leaders, Deputy Head and School Reception.
- Provide First Aid kit.

- Provide agreed written procedures for emergencies, transport delays and early termination of visit to participating Teachers, Adult Supervisors, School Visit Co-Coordinator and School Reception.
- Hold a briefing session with pupils (and parents in some circumstances) participating, to include Health & Safety issues, emergency procedures and agreed standards of behaviour.
- Designate an adult participant to make any written records required and to carry Accident Report forms.

7.6 STAGE 5

- Following the visit conduct a review
- Make any observations to Head Teacher
- The Deputy Head must decide if this policy or any other related to the visit needs updating and inform the governing body of the changes required.

7.7 TAKING OF MEDICINES

Refer to First Aid policy (Administering Medicine)

A Risk Assessment should be undertaken for each pupil who requires taking medication during an Educational Visit.

Further Risk Assessments may be required to identify risks and control measures for the purchase and administration of medicines and applications from a chemist. (This may include response to insect bites or stings, effects of the sun, travel sickness, or similar conditions).

8. PLANNING CHECKLIST FOR OFF-SITE ACTIVITIES

This checklist is to help the Head Teacher and the Group Leader to ensure:

- The health, safety and welfare of young people and staff.
- The maximum educational benefit to pupils.
- Effective management, planning, organisation and leadership.

The checklist may be an aide-memoir and notepad to be used by the group leader or could provide a formal record for the Head Teacher. It may therefore be used by the Head Teacher /Governing Body to decide whether final approval for a visit is given.

1. GROUP LEADER (SEE SECTION 1.1).

Is there a clearly identified group leader, sufficiently experienced and competent to assess the risks and manage the proposed visit or activity?

2. PURPOSE.

Is there a clearly identified purpose for the whole programme and any of its constituent parts, appropriate to the age and ability of the group?

3. RISK ASSESSMENT (SEE SECTION 1.2).

Has the group leader assessed the risks involved in all aspects of the visit or activity and recorded the significant findings (or made reference to a previous record, with amendments as necessary)?

4. LOCATION.

Is the proposed location of the visit suitable for the activity to be undertaken and manageable for the group?

5. ADVICE.

Has advice been sought from someone with expertise or technical competence where there is uncertainty about safe practice?

This may be a member of staff who has a coordinating role for off-site activities within your establishment (Outdoor Education).

6. APPROVAL.

Have you sought approval from the Head Teacher?

7. VENUE.

Does the visit involve hazardous activities booked through commercial, charitable or private providers?

Is there a contact name, address and telephone number known for the visit venue?

8. STAFF.

Are members of staff, instructors or adult volunteers leading hazardous activities, suitably qualified and experienced, i.e. competent to do so?

Have members of staff or adult volunteers been vetted regarding child protection where necessary?

Does staffing include male and female supervision where necessary?

9. STAFF/PUPIL RATIO.

Will the group have an acceptable staff/pupil ratio necessary for the activities proposed? Do plans and staffing ratios reflect the needs of people with disabilities?

10. PRELIMINARY VISIT.

Has the group leader made a preliminary visit to the site or centre to be visited, to check arrangements?

(E.g. travel time, access and permission, facilities and equipment, leisure or recreational facilities for residential stays, staff support, guides or programmes of work, potential health and safety issues, security, shelter, toilets, cost, accommodation, contingency arrangements, references from previous users).

If not, has action been taken to ensure the group leader is aware of potential hazards and opportunities?

11. PARENTAL CONSENT (SEE SECTION 1.6).

Has parental consent been obtained for the visit as a whole and for any hazardous activities which are planned?

12. THE PROGRAMME.

Do young people and staff have the appropriate clothing and equipment necessary for the activities proposed and allowing for a range of weather conditions?

If not, will another provider be offering additional appropriate equipment?

Are the young people prepared for and physically capable of taking part in the proposed activity? Is the programme suitable for all the participants?

Is there an alternative programme in the event of poor weather for example?

13. ORGANISATION.

Are sufficient staff aware of dietary and medical needs of young people and staff? Have suitable and sufficient first aid arrangements been made?

14. TRANSPORT.

Is appropriate and legal transport available?

Are there suitable and sufficient qualified drivers for any planned minibus journey? Will departure and return times be made known to staff, young people and parents? Is there a contingency plan, in the event of a delay or early return?

15. FINANCE AND INSURANCE.

Have adequate arrangements been made to finance the visit and manage the finances? Are you aware of VAT regulation e.g. regarding criteria for VAT recovery?

Is there adequate and relevant insurance cover?

16. BRIEFING FOR YOUNG PEOPLE (SEE SECTION 1.5 & 2.10).

Will the young people be properly briefed on the activities they will undertake during the visit? The briefing may need to include:

- Appropriate clothing and equipment.
- Rendezvous procedures.
- Safety risks of jewellery.
- Groupings for study or supervisory purposes.
- A system of recall and action in emergencies.
- Agreed codes of conduct and behaviour.
- Significant hazards.
- Relevance to prior and future learning.

17. BRIEFING FOR STAFF.

Will the party leader also brief adults and voluntary helpers? The briefing may need to include:

- Anticipation of hazards and the nature of the programme.
- Defining roles and responsibilities of staff.
- Careful supervision, to cover the whole time away.
- Standards of behaviour expected from young people.
- Regular counting of participants.
- How much help to give to young people in their tasks.
- A list of names of people in sub groups.
- Emergency procedures.

18. EMERGENCY CONTACT (SEE SECTION 6.3).

Has a named point of contact been identified at home or at "base" in the event of an emergency, who has a contact list of the group members, including staff, and a programme of the group's activities?

Are sufficient staff members aware of procedures and relevant phone numbers in the event of an emergency?

19. PREPARATION AND COMMUNICATION.

Is there adequate time and opportunity to prepare for the visit or activity?

Have other staff and colleagues whose work may be affected been notified of planned arrangements?

20. FOLLOW UP.

Have arrangements been considered for appropriate follow up work and evaluation after the visit?

Has a report been provided for the Principal or other colleagues, where appropriate, to share positive aspects of the visit and learn from problems or incidents?

Have other records been completed, for e.g. relating to vehicles? Have financial records been completed?

