



## Offsite and Educational Visits Policy

Circulated for Consultation:		
Policy Written on: <b>March 2018</b>	Approved and Signed by Simon Garrill, Chief Executive Officer	Approved and Signed by Chair of Governors
To be reviewed:		

## **Rationale**

School visits/trips form an important part of school life. All classes have regular sessions out into the community using the school minibuses, walking or local transport. These visits support the curriculum, provide opportunities to generalise skills taught in the class, and give our students a wider experience of the world about them

## **Introduction**

This policy should be cross-referenced with the Teaching and Learning and Code of Conduct policies for The Grove and Critical Incidents, Accident Reporting, Safeguarding Policies for Heartlands High School and St Mary's Primary School.

The purpose of this policy is to set up transparent and efficient practice around planning school trips. We consider school trips an important part of development for children and endorse them whenever possible and appropriate. Schools trips can add to student learning, engagement and development, and we use them whenever possible.

## **Who has responsibility for safety on school trips?**

The Heartlands Community Trust, as the employer, holds overall responsibility for the safety of school trips, as per the Health and Safety at Work Act 1974. Responsibility is delegated to the Head Teacher. She has the overall legal responsibility and accountability for the health, safety and welfare for the school staff, and for the health and safety of students, visitors and volunteers.

Ensuring the safety of most school trips has been delegated to the Educational Visits Coordinator, who recommends trips once suitable measures have been taken to ensure their safety.

Teachers organising and taking part in school visits off-site accept responsibility for the care and welfare of students, and they act in loco parentis. They will also have duties as employees and/or managers under health and safety at work legislation. They are expected to behave according to common sense.

## **Expectations and responsibilities**

Headteacher	<ul style="list-style-type: none"><li>● Is responsible for the safety for all school trips. Agrees residential trips or those involving adventure or overseas activities.</li></ul>
Educational Visits Coordinator	<ul style="list-style-type: none"><li>● Is responsible for agreeing, planning and ensuring the safe planning of all school trips and recommending them to the Head Teacher. Ensures lead teachers are aware of responsibilities. Checks risk</li></ul>

	<p>assessments to ensure best practice. Approves all inland one day trips. Monitors practice. Seeks advice from external providers as necessary.</p>
Line managers	<ul style="list-style-type: none"> <li>● Approve the rationale of any school trip to be undertaken, and are responsible for following up and assessing the value of a visit afterwards</li> </ul>
Lead teacher	<p>Teachers must:</p> <ul style="list-style-type: none"> <li>● Write a termly scheme of work for educational visits, specifying learning objectives and outcomes and detailing places they will be visiting. This scheme of work can be incorporated into other curriculum areas if this seems more appropriate e.g. linking the geography module for 'Our Local Environment' or science – 'Animals and Mini-beasts' with educational visits.</li> <li>● Carry out an exploratory visit to the area or venue or gather adequate information in other ways.</li> <li>● Complete risk assessments for day trips, out of routine educational visits, (see appendices).</li> <li>● Ensure risk assessments consider the health, safety and welfare of all party members</li> <li>● Plan and follow up the visit in a way that is meaningful to the students.</li> <li>● Ensure that there are enough adults to safeguard the students and that all party members are clear about the purpose of the visit.</li> <li>● Carry out on-going risk assessments i.e. discussions between group members and judgements made by staff during a visit to take account of changes in plans or circumstances.</li> <li>● If applicable, ensure that at least one member of staff has been trained in medical procedures. All medicines taken out should be signed for (class administration of medicine book) and returned and signed at end of visit.</li> <li>● Inform SLT immediately if there are any concerns about the trip which might affect future visits or if the visit had been particularly successful and should be shared with other staff by filling in 'Evaluation of an Educational Visit Form' (see appendices).</li> <li>● Ensure that all students are secured by appropriate means i.e. seat belts, car seats, clamps and belts for wheelchairs.</li> <li>● Fill in Off Site Visits Book (Main Offices) specifying names of staff, number of students taking part in the educational visit and number of students from the class remaining in school; destination; time out and estimated time of return; purpose of visit.</li> <li>● Take a mobile phone with them and key contact numbers</li> <li>● For day or out of routine visit ensure all students are wearing ( or carrying in their pocket) a badge stating school name and telephone number</li> </ul>

	<ul style="list-style-type: none"> <li>● Take a card with them that can be given out to members of the public if questions are asked about approaches to managing behaviour etc ( see appendices)</li> <li>● Take with them written procedures in event of a serious incident or accident.</li> </ul>
Accompanying staff or volunteers	<ul style="list-style-type: none"> <li>● Support the trip leader; support students as required by trip leader; ensure safe and appropriate behaviour. Behaves with professionalism according to the code of conduct. Act to ensure the health, safety and welfare of all on the trip.</li> </ul>
Parents / carers	<ul style="list-style-type: none"> <li>● Give consent for their child to go on a trip. Inform lead teachers of any medical or behavioural issues of which they should be aware. Provide a working emergency contact number. Collect their child as agreed.</li> </ul>

### **Student Ratios**

Student to staff ratios for school trips are not prescribed in law. Those planning trips, on the basis of risk assessment, should decide the ratios, taking into account the activity to be undertaken and the age and maturity of the students. The final say lies with the Head Teacher or with the EVC acting on her behalf.

Levels of supervision should be determined by school risk assessment for the trip. The following acts as a guide;

### **Group by age and minimum supervision required.**

It is good practice always to have at least two adults accompanying any group off-site experience so that there is some flexibility and reserve capacity. The above ratios will change in accordance with the needs of the students. For overseas visits, additional reserve capacity and flexibility are advisable. For mixed gender group trips, it also good practice to have mixed gender staffing.

### **How are school trips risk-assessed?**

All trips need a risk assessment. The aim of the assessment process is to identify the real risks, assess them and record the significant findings. There is no need to assess every aspect of every school trip. Proportionate systems should be in place, so that trips that present lower risk are quick and easy to organise. Higher-risk activities and adventure activities should be properly planned and assessed.

Low-risk activities are those that typically involve everyday risks, such as slips and trips. These should be differentiated from the much greater risks associated with outdoor adventurous activities such as caving, canoeing, rock-climbing etc.

Any trip must include an emergency plan. This will follow a clear procedure: summoning help and getting prompt medical attention where needed, ensuring the safety of the party, communicating with the school and, where necessary the parent, and delegating responsibility where needed. See the risk assessment sheet to devise this plan. This plan must be agreed and discussed with the EVC before departure.

### Process

To apply for a school trip, staff need to complete the request form online. The EVC will have five days to consider and will add these to the calendar and arrange cover, if agreed.

Type of trip	Documents required	Approved by ...	Deadline
Day trip in or outside London using public transport	<ol style="list-style-type: none"> <li>1. Initial request form submitted via Evolve</li> <li>2. Copy of letter for parents</li> <li>3. Details to be given to students, and briefing for staff</li> <li>4. List of students detailing medical and learning needs / plans</li> </ol>	EVC	5 days before departure
Day trip in or outside London using private coach or school minibus	<ol style="list-style-type: none"> <li>1. Initial request form, including insurance details of driver / company</li> <li>2. Copy of letter for parents</li> <li>3. Details to be given to students, and briefing for staff</li> <li>4. List of students detailing medical and learning needs / plans</li> </ol>	EVC	10 days before departure
Day trip including adventure activities	<ol style="list-style-type: none"> <li>1. Initial request form, including insurance details and ALA status of organisation to be used and transport</li> <li>2. Copy of letter for parents</li> <li>3. Details to be given to students, and briefing for staff</li> <li>4. Risk assessment summary</li> <li>5. List of students detailing medical and learning needs / plans</li> </ol>	Head of School	10 days before departure
Residential trip	<ol style="list-style-type: none"> <li>1. Initial request form, including insurance details and qualification level of accommodation and transport to be used</li> <li>2. Copy of letter for parents</li> <li>3. Details to be given to students, and briefing for staff</li> </ol>	Head of School	4 weeks before departure

	<ol style="list-style-type: none"> <li>4. Risk assessment summary</li> <li>5. List of students detailing medical and learning needs / plans</li> <li>6. An itinerary</li> </ol>		
Residential trip including adventure activities	<ol style="list-style-type: none"> <li>1. Initial request form, including insurance details and qualification level of accommodation and transport to be used - must contain proof of ALA licence</li> <li>2. Copy of letter for parents</li> <li>3. Details to be given to students, and briefing for staff</li> <li>4. Risk assessment summary</li> <li>5. List of students detailing medical and learning needs / plans</li> <li>6. An itinerary</li> </ol>	Head of School	4 weeks before departure
Overseas trip	<ol style="list-style-type: none"> <li>1. Initial request form, including insurance details and qualification level of accommodation and transport to be used - must contain proof of medical insurance</li> <li>2. Copy of letter for parents</li> <li>3. Details to be given to students, and briefing for staff</li> <li>4. arrangements and passport details</li> <li>5. Risk assessment</li> <li>6. List of students detailing medical and learning needs / plans</li> <li>7. An itinerary</li> </ol> <p>The staff member in charge must check the laws of the country of destination with regards to laws around injury and death, and check the insurance policy covering the trip carefully with the School Business Manager.</p>	Head of School	6 weeks before departure

## Appendices

### Appendix 1

#### Sample letter

##### Parental contact

Parents need to be fully informed about the trip and advised of departure and arrival times, cost, emergency procedures, trip rationale and any potentially hazardous activities. They must give precise instructions as to whether their child may be left to make his/her way home alone, or to await collection. They should always sign an undertaking accepting the school's right to act in loco parentis in the event of an emergency:

***I agree to him/her receiving any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusions, as considered necessary by the medical authorities present, and for the teacher to make these decisions in loco parentis if I cannot be contacted.***

In the event of an active or residential trip they should also be given the address and contact details of the venue, asked for swimming ability and asked to sign a specific undertaking to accept the element of risk and remind their children of the importance of following the instructions of staff at all times:

***I accept the element of risk in this trip and will discuss seriously the need for my child to follow instructions without question.***

They should also be asked to sign an undertaking to pay any charges, although failure to pay may not be used as a reason for a child not to participate in a curriculum trip.

***I undertake to pay the charges applicable to his/her participation in this visit.***

They must sign and print their name and add contact details. Any existing medical details must be declared on the form. It is then the job of the visit leader to discuss this with RC and make appropriate provision. Where medication is needed on a daily basis the form must be completed as for school and a staff member appointed in charge of this.

Example letter:

**Dear Parent/Carer,**

**Re: Whole School Trip to Aladdin**

A school trip has been arranged to see the West End production of **'Aladdin'**. *Attendance at this matinee production is not compulsory but we would like to encourage all students to participate.* We are thrilled to have been donated tickets to see the show at a discounted rate. For this reason, tickets have been subsidised and students will only have to pay £8.00. This is a good saving, as these seats would normally sell for £35.00 and this price also includes coach travel.

The performance date is **Thursday 25<sup>th</sup> February 2017**. All students will be brought to and from the theatre by private coach. The coach will depart from the front of school (Station Road entrance) at 1.30 pm. The performance starts at 3.00pm, and we aim to return your child to school by 6.00 pm. Lunch will not be provided, but students may eat a packed lunch on the coach, or may purchase lunch in the usual way before departure.

It is essential that payment for the theatre ticket is received by the 18<sup>th</sup> January 2016. Cheques must be made payable to Heartlands High School. Cash or cheques should be in a named envelope and handed direct to Mrs Huseyin in the school office.

Please return this tear-off slip with payment as soon as possible.

Yours sincerely,

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Student Name..... Class: .....

Please tick if your child is entitled to a free school meal

I give permission for my child to attend the matinee production of 'Aladdin' on Thursday 25<sup>th</sup> February 2016, and enclose payment of £8.00.

I have written overleaf any crucial medical information, such as allergies, diabetes, etc.

I agree to him/her receiving any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusions, as considered necessary by the medical authorities



present, and for the teacher in charge to make decisions in loco parentis if I cannot be contacted.

Signature Parent/Carer.....Date: .....

## Appendix 2

Details for staff and students: please be ready to discuss this

Student briefing details	Staff briefing details

### Appendix 3:

#### Risk assessment summary

In order to cut bureaucracy, please complete the following form. Please consult the checklist (Appendix 4) to help assess what risks there may be.

Name of trip:	Lead teacher:	Destination of trip:
Risks	Plans for dealing with this risk	
Signature of lead teacher:	Signature of EVC:	Signature of Head Teacher (if needed):

## Appendix 4:

### Risk assessment checklist

You should use this list to check and plan for possible hazards and add to your risk assessment sheet, if needed.

All visits/ activities	Injury, fatality, person left behind/sepa rated from group. Illness of student or member of staff	students and staff, volunteer s, parents	<ul style="list-style-type: none"> <li>● All travel arrangements to be established before trip takes place</li> <li>● Reputable tour operators/travel companies are used</li> <li>● Appropriate and sufficient insurance is obtained to safeguard all possible risks</li> <li>● Suitable ratio in line with LEA policy for staff/students</li> <li>● Clear briefing to students and staff about any significant risks, roles and responsibilities</li> <li>● Headcount at appropriate times</li> <li>● Discuss itinerary and arrangements with students</li> <li>● Departure and return times made known to students, staff and parents</li> <li>● Contingency plan in place in the event of lateness or incident</li> <li>● Mobile phones carried if available</li> <li>● Sufficient toilet breaks built into journey times</li> <li>● Accompanying staff to have first aid experience</li> <li>● First aid kits to be carried or access to first aid arrangements made known to all staff and students</li> <li>● Group leader and/or deputy knows how to call emergency services/British Consulate/Embassy, both at home and abroad</li> <li>● students/parents reminded to bring individual medication and this is kept securely</li> <li>● Information on student medical need is known in advance</li> </ul>
<b>Hazard</b>	<b>Level of Risk</b>	<b>Who might be</b>	<b>Is the risk adequately controlled?</b>

		<b>harmed</b>	
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On foot	As above	As above	<ul style="list-style-type: none"> <li>● Journey is planned to avoid fast roads where possible</li> <li>● Close supervision front and back on pavements, roads, lanes and crossing points</li> <li>● students to be briefed re.hazards and behaviour required</li> <li>● High visibility clothing use</li> <li>● Consider most suitable side of road, facing oncoming traffic</li> <li>● Leaders have torches for use in dark</li> </ul>
Use of public transport	As above	As above	<ul style="list-style-type: none"> <li>● Identify high risk points including getting on and off transport</li> <li>● Have a specific plan for these include briefing staff and students and headcounts</li> <li>● Larger parties split into manageable groups (unless remote supervision has been agreed). Each part with adequate staffing to ensure all students get on and off transport safely. For crowded transport situations such as London Underground this can require very high ratios</li> <li>● All staff and students know destination and route and know what to do if separated from the main group</li> <li>● (Unless remote supervision agreed) staff are with students in each carriage, deck of the bus, etc</li> <li>●</li> </ul>
<b>Hazard</b>	<b>Level of Risk</b>	<b>Who might be harmed</b>	<b>Is the risk adequately controlled?</b>

Use of private vehicle/ coaches	Injury, fatality	As above	<ul style="list-style-type: none"> <li>● Times of trains to be checked before leaving for the station to ensure that there are no delays or trains have been cancelled</li> <li>● students sit in seats provided wherever possible or to hold onto the appropriate hand holds for stability</li> <li>● students are encouraged to stand well clear of the platform edge and are closely supervised by staff whilst on the platform</li> </ul>
Use of private vehicle/ coaches	Injury, fatality	As above	<ul style="list-style-type: none"> <li>● Driver confirms that vehicle is insured to carry students and staff</li> <li>● Seatbelts are worn at all times</li> <li>● Permission is obtained from parents</li> <li>● Vehicle is roadworthy</li> <li>● Child protection issues are addressed</li> <li>● students to remain seated at all times the vehicle is in motion</li> <li>● All baggage to be stored in overhead lockers or under seats</li> <li>● Aisles to be kept clear</li> </ul>
Mini buses	Injury, fatality	As above	<ul style="list-style-type: none"> <li>● Minibus is appropriately maintained and checked prior to the journey</li> <li>● Minibus driver(s) is competent such a vehicle and has passed the DCC test</li> <li>● Driver checks that seatbelts are worn</li> <li>● Vehicle loading is appropriate and aisles are not blocked</li> <li>● Driver follows DCC recommended practice</li> <li>● Suitable embarking points are used</li> </ul>
			<ul style="list-style-type: none"> <li>● Close supervision and headcounts and breaks in journey and getting on and off minibus</li> <li>● Avoid driving when tired</li> </ul>

			<ul style="list-style-type: none"> <li>• Sufficient stops planned for longer journeys</li> </ul>
Walking about towns/cities	Injury, separation from group/abduction	As above	<ul style="list-style-type: none"> <li>• Suitable road crossing points are used to cross the road</li> <li>• All members of party keep valuables out of sight, phones locked in bags etc</li> <li>• Children are supervised closely and regular meeting points are arranged to check on numbers to ensure all the party can be accounted for</li> <li>• Uniform or similar coloured clothing to be worn</li> <li>• School name badges to be worn – but not names of children</li> <li>• students to be encouraged not to run but to walk at all times</li> <li>• Everybody is encouraged to wear sensible shoes if lots of walking is involved</li> <li>• Route to be mapped out prior to visit taking place and map taken for any required deviation</li> </ul>
Visits to public/private buildings (theatres, museums etc)	Injury, fatality, separation from group, abduction	As above	<ul style="list-style-type: none"> <li>• Risk assessment for the activities must be obtained before these are agreed</li> <li>• On accessing public or private buildings (eg theatres, museums etc) all members of the party are made aware of the fire procedures when they first enter the building and groups either have a guide or experienced member of staff to support them</li> </ul>

<b>Hazard</b>	<b>Level of Risk</b>	<b>Who might be harmed</b>	<b>Is the risk adequately controlled?</b>
Exposure to weather conditions	Fatality, heat injuries, cold injuries, over-exposure to	As above	<ul style="list-style-type: none"> <li>• Consider possible weather conditions and plan appropriate programme, clothing and equipment (warm and waterproof clothing and, in summer, sun protection)</li> <li>• Plan for students who may or do not bring suitable kit.</li> </ul>

	sun		<p>Check before departure and/or bring spares</p> <ul style="list-style-type: none"> <li>● Daily weather forecast obtained and plans adjusted accordingly</li> </ul>
Exposure to animals, insects and poisonous plants	Injury, fatality	As above	<ul style="list-style-type: none"> <li>● Avoid high risk situations</li> <li>● Take necessary avoidance action if encountered</li> <li>● Ensure those with known allergies carry medication</li> <li>● Ensure that students follow hygiene procedures after contact with animals, insects or plants</li> </ul>
Return from visits particularly after school hours	Non/late collection by parents/anxiety		<ul style="list-style-type: none"> <li>● The return is pre-planned and parents are informed where to collect students from or, if pre-arranged with parents, older students will walk home</li> <li>● Suitable arrangements are made for students whose parents fail to collect them</li> </ul>
Emergencies		As above	<ul style="list-style-type: none"> <li>● Agree an emergency plan for dealing with an incident on an educational visit</li> <li>● Contact details of parents, group leaders, schools and, if appropriate, headteacher/school contacts after hours numbers are held by group leader and school contact</li> <li>● Leader/head/school contact have instructions as to what to do in an emergency</li> </ul>

<b>Hazard</b>	<b>Level of Risk</b>	<b>Who might be harmed</b>	<b>Is the risk adequately controlled?</b>
Field studies centre/adventure activity centre visits	Injury, fatality, separation from group, abduction	As above	<ul style="list-style-type: none"> <li>● Ensure that adventure/activity centres are approved and have appropriate risk assessments (ie. Ensure form HSV3/03 has been completed)</li> </ul>



Field trips/activities organised by school	Injury/fatality	As above	<ul style="list-style-type: none"> <li>● Ensure students are informed of appropriate clothing and footwear for the trip/activity and ground conditions</li> <li>● Ensure students have been briefed on appropriate behaviour near water hazards</li> <li>● Ensure students are properly supervised near water hazards ie. River walking, pond dipping, swimming, coastal activities</li> <li>● Ensure students remain in appropriate group sizes at all times</li> </ul>
Service station and other breaks in journey	Injury, fatality, separation, abduction	As above	<ul style="list-style-type: none"> <li>● Brief students re.purpose and time of stop</li> <li>● Brief students on how and where to contact staff</li> <li>● Brief students to remain in pairs or threes – buddy system – each responsible for the other</li> <li>● Remind students about moving traffic and other hazards</li> <li>● Careful headcount before departure</li> </ul>
Ferry crossing	Injury, fatality separation	As above	<ul style="list-style-type: none"> <li>● Close supervision on vehicle deck</li> <li>● Rules established and students briefed especially re. open deck areas (not permitted in the dark or in rough seas), wet surfaces and ship's movement</li> <li>● Explain the ferry emergency procedures (term muster station etc to group)</li> <li>● Muster stations made known to students on boarding</li> <li>● Remain in pairs and threes – buddy system – each responsible for named other</li> </ul>

Hazard	Level of Risk	Who might be harmed	Is the risk adequately controlled?
			<ul style="list-style-type: none"> <li>● Establish a specific seating area/meeting point and have a member of staff there throughout the crossing</li> </ul>

			<ul style="list-style-type: none"> <li>● Plan arrangements for docking, reminding group of numbered</li> <li>● Stairways to coach deck</li> <li>● Students made aware of possible problems using stairways from large numbers of passengers and luggage</li> <li>● Careful headcount before departure</li> <li>● Planned procedure for missing students eg. Member of staff to leave as foot passenger</li> </ul>
Use of passenger ferry crossings	Drowning, injury	As above	<ul style="list-style-type: none"> <li>● Leader must check vehicle licence</li> <li>● Leader should risk assess journey with reference to size/age of students</li> <li>● Consider areas where small people could fall (overboard or down stairways) and arrange supervision</li> <li>● Consider if/where personal buoyancy should be worn</li> <li>● With groups of small children leader must pre-check craft has sufficient personal buoyancy of appropriate sizes</li> </ul>
Leader's own children	Possible conflicting priorities	As above	<ul style="list-style-type: none"> <li>● If staff or volunteers' families join group student supervision must not be compromised</li> <li>● Staff children are similar to age to group and supervised with students or separate supervision must be arranged</li> <li>● Ensure that adequate insurance cover is obtained for these persons</li> </ul>

Exchange or twinning visits	Unfamiliarity to persons or location. Language barriers	As above	<p>Reassurance to be obtained prior to the trip commencing that all arrangements have been put in place and any checks, including criminal checks, have been undertaken where reasonably practicable</p> <p>Familiarisation of the host premises and location to be encouraged by the host family</p>
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**This risk assessment must be discussed and all risk control measures confirmed using the risk assessment summary form.**

## **Appendix 5:**

### **What is the legislation around school trips?**

The key legislation is the Health and Safety at Work etc Act 1974. The Act requires employers to ensure the health and safety of their employees and non-employees, so far as is reasonably practicable. The Act also places duties on individuals to take care for the health and safety of themselves and others.

The Act is supplemented by regulations which make the general requirements more explicit. Key regulations include:

- the Management of Health and Safety Regulations 1999, which require employers to undertake risk assessments and put measures in place to control the significant risks;
- the Adventure Activities Licensing Regulations 2004, which require certain providers of facilities for adventure activities to be licensed

This means that all trips need to be risk assessed and approved by the Educational Visits Coordinator and the Head Teacher.

### **Who enforces legislation for school trips?**

Some educational visits in Great Britain will be to premises licensed under the Adventure Activities Licensing Regulations 2004. In broad terms, HSE is the enforcing authority for sites run by educational providers, including all centres run by local authorities (LAs). Many LAs have their own centres, although these may be some distance from the LA itself. LAs will be the enforcing authority for the remaining providers, including commercial providers such as multi-activity holiday centres.

The duties in the Health and Safety at Work etc Act 1974 and the regulations made under it apply to activities taking place on or off school premises (including school visits) in Great Britain.

Any incident occurring overseas is outside HSE's jurisdiction and HSE will not investigate or take action in relation to the actual circumstances of the incident itself. Whether criminal charges should arise from such incidents would be a matter for the relevant national authorities to consider and pursue. Some countries may allow parents and other parties to institute civil actions or private prosecutions following death or injury.

HSE can, however, consider any circumstances relating to activities carried out in Great Britain to support a particular visit which may reveal systemic failings in the management of

school trips. This could include general management arrangements, ie risk assessments for the activities, training and competence of staff, co-operation and co-ordination with other parties

### **Who has responsibility for safety on school trips?**

The Head Teacher, as the employer, holds overall responsibility for the safety of school trips, as per the Health and Safety at Work Act 1974. S/he has the overall legal responsibility and accountability for the health, safety and welfare for the school staff, and for the health and safety of students, visitors and volunteers.

Ensuring the safety of school trips has been delegated to the Educational Visits Coordinator, who recommends trips once suitable measures have been taken to ensure their safety.

Teachers organising and taking part in school visits off-site accept responsibility for the care and welfare of students, and they act in loco parentis. They will also have duties as employees and/or managers under health and safety at work legislation.

Teachers will only become personally liable if they ignore clear, direct, instructions about serious risks and depart from all common sense. Teachers who try to act responsibly will be on the right side of the law.

### **How are school trips risk-assessed?**

Low-risk activities are those that typically involve everyday risks, such as slips and trips. These should be differentiated from the much greater risks associated with outdoor adventurous activities such as caving, canoeing, rock-climbing etc.

All trips need risk assessment. However, the aim of the assessment process is to identify the real risks, assess them and record the significant findings. There is no need to assess every aspect of every school trip. Proportionate systems should be in place, so that trips that present lower risk are quick and easy to organise. Higher-risk activities and adventure activities should be properly planned and assessed.

The term adventure activity is broadly defined in the Adventure Activities Licensing Regulations 2004, as caving, climbing, trekking or water sports. Providers offering and charging for these types of activities to those under 18 must be licensed. Adventure activities abroad do not have to be licensed.

Those responsible for organising and leading school visits to farms should read **Preventing or controlling ill health from animal contact at visitor attractions** <http://www.face-online.org.uk/resources/preventing-or-controlling-ill-health-from-animal-contact-at-visitor-attractions->

[industry-code-of-practice](#) and the associated supplement '**Advice to teachers and others who organise visits for children**'. This provides guidance on what to do before, during and after visits to minimise the risk of children catching diseases from animals.

A repeated trip may need no new risk assessment, although a review of staffing ratios would be appropriate in the light of the students going. The purpose of a risk assessment is to identify sensible ways of managing risks - if those risks are already understood and well managed then a new assessment would add no extra value.

### **What is the appropriate staff to student ratio?**

Student to staff ratios for school trips are not prescribed in law. Those planning trips, on the basis of risk assessment, should decide the ratios, taking into account the activity to be undertaken and the age and maturity of the students. The final say lies with the Head Teacher or with the EVC acting on her behalf.

Levels of supervision should be determined by school risk assessment for the trip. There should be clear boundaries and clear lines of communication. Remote supervision is considered by DfE to be part of the development programme; it should be phased in gradually because it is important for children to learn to be independent.

### **What is the law with regards to using outside providers?**

The Council for Learning Outside the Classroom runs an accreditation scheme for providers. The LOtC Quality Badge recognises providers who offer good-quality learning outside the classroom and manage risk effectively. As part of this process, the Council is working to reduce bureaucracy in schools, while maintaining safety and quality in learning. The Quality Badge scheme is voluntary and schools are free to use any unbadged provider.

Teachers will be asked to feed back on the quality of provision used.

### **How should accidents or injuries be reported?**

Any incidents should be reported using the school accident form as outlined within the Health and Safety Policies [Heartlands High School and St mary's primary School].

### **Equal Opportunities**

All students at The Grove have a diagnosis of autism and as such are considered to have a disability. Taking this into account, we still believe that all students have the right to participate in school trips unless risk assessment determines that they would post a significant risk to others if included. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. We would

always try to ensure that every student, regardless of their disability has the equal opportunity and access to educational visits / trips.

For individual students, schools have a duty to make 'reasonable adjustments' to alleviate them suffering any substantial disadvantage. This includes supplying auxiliary aids and services: These are known as reasonable adjustments.

The Equality Act 2010 requires education providers to make 'reasonable adjustments' to ensure that disabled students can fully participate in the education provided. The Equality and Human Rights Commission has produced specific guidance on **reasonable adjustments** for disabled students at; <http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/reasonable-adjustments>

The public sector equality duty places positive obligations on educational establishments – the aim is to prevent problems from arising, rather than dealing with them after they have occurred, when it's often too late. Specific guidance for schools is available on the **Equality and Human Rights Commission website**. <http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/>

For a curriculum trip, the inability of the parent or carer to pay may not be used as a reason to exclude them.

## **Appendix 6:**

### **Guidance around work experience placements**

Parents will be asked for approval for all students to go on work experience. All placements are checked by Haringey Education and Business Partnership. All copies of vetting and checks are requested and received before placements commence. All students are escorted in the first instance to any work experience placement until a sufficient plan towards independence is agreed and put into place in collaboration with the provider.

All students are briefed and have a reference to support them on action to take in case of any concerns.

Where needed, additional staffing is agreed to support vulnerable students.



## **Appendix 7:**

### **Guidance around use of mini-bus**

All staff who need to use the mini-bus must apply to LA, who will ensure that they take the test administered by D1. These staff will receive a certificate of competence and be briefed by LA about use of the school mini-bus. No other staff may drive the minibus.