



Trips and Visits Policy

The Policy is currently being updated

a) Procedure

For all ventures there is a set procedure to follow in Hayesfield School which is, in essence, a 'safe system' within which staff must operate. A procedural checklist can be found in Appendix A. For those organising field studies or visits, a set of guidelines is included (see Appendix B). A formal risk assessment procedure is in operation and central records are held by the Educational Visit Co-ordinator (EVC).

b) Approvals

The school's EVC, in taking responsibility for authorising ventures, must be assured that the questions posed in the procedures checklist have been answered satisfactorily. The procedures have been delegated to the EVC. The LEA Outdoor Education Adviser must be notified of all residential and Category C ventures at least four weeks in advance. For high-risk activities, the leader must be appropriately qualified for the activity or for working within the particular wild country environment and be validated by the LEA. For ventures where an outside provider has been contracted to provide activities, the guidance contained in Appendices C and D should be followed. The LEA Outdoor Education Adviser must approve all Category C ventures abroad.

THE EVC should ensure that:

- adequate Child Protection procedures are in place
- the group leader has experience in supervising the age groups involved
- group leaders are given sufficient time to organise the visit properly
- the supervisor-young person ratio is appropriate
- parents have signed consent forms after receiving full information
- the mode of travel is appropriate
- travel times, pick-up and drop-off points are known to all concerned
- the group leader, adult supervisors and school contact have a copy of the emergency procedures, the names of everyone in the group, and contact details of next of kin
- there is a contingency plan for any delays, including a late return home
- there is an alternative activity planned, should original plans have to be abandoned, and parents are informed of this.

c) The role of the group leader

The group leader should have overall responsibility for the supervision and conduct of the visit. S/he should:

- obtain the EVC's prior agreement for the visit before any planning or organisation has started
- follow the health and safety regulations, guidelines and policies for trips
- appoint a deputy leader
- clearly define each group adult supervisor's role and ensure all tasks have been assigned

- be able to control and lead students of the relevant age group
- be aware of the Child Protection issues
- ensure that appropriate first-aid provision will be available for the level of activity
- undertake planning and complete the preparation check list
- ensure that all adult supervisors are aware of what the visit involves
- have enough information and experience to assess the suitability of the young people proposed for the visit and activities
- ensure an appropriate ratio of adult supervisors to young people
- stop the activity if the risk is unacceptable and have procedures in place for doing this and have an alternative activity planned to replace it
- ensure that adult supervisors have details of the school contact and that they, and the contact, have a copy of emergency procedures (Appendix E)
- ensure that adult supervisors have details of young people's medical and/or special educational needs
- ensure the trip has been fully costed, including cover costs for staff accompanying the trip

d) Category A – Low Risk Activities

The first broad category of ventures includes visits, for example, to English Heritage and National Trust properties, local parks and churches, the theatre, industrial sites, farms, nature trails and fieldwork generally. All activities in this category are normally low-risk in themselves and take place in an environment which usually presents risks no greater than those normally encountered by the venture participants.

Category A:

Locally based, daytime	1 adult to 6 students Years 1-3
Low risk activities only	1 adult to 10-15 students Years 4-6
	1 adult to 15-20 students Year 7 onwards

Category B – Medium Risk Activities

Any activity that includes some extra risk to the participants and for the supervision of which the leader requires additional skills and/or experience eg cycling, walking on roads or camping.

Category B:

Activities with a higher risk than Category A. See section 6	1 adult to 10 students Years 4-6
	1 adult to 15 students Year 7 onwards

Category C – High Risk Activities

This category of ventures comprise those involving high risk activities or taking place in a potentially hazardous environment. In such circumstances, specific skills, experience and safeguards are required in order to contain risk at an acceptable level. Most adventure activities fit in this category, as does fieldwork where it takes place in a remote or potentially hazardous environment. Please refer to Appendix F.

Category C - (not including defined adventure activities) 1 adult to 10 students

This ratio applies to those activities of a more physical/adventurous nature as outlined in Appendix G. The ratios may need to be adjusted in the light of a number of factors outlined in the above list.

This ratio also applies to visits abroad and residential visits. **There must always be two adults with the party** and for mixed groups of boys and girls, supervision must include both male and female adults. Due to the nature of home/school exchange visits, different staffing ratios may apply.

Category C – Adventure Activities

1 adult to 8 pupils

This applies to all activities requiring leader approval, except where the various national governing bodies (NGB) of particular activities determine otherwise. For specific guidance, refer to the national governing body of each activity. Where the activity is not covered by the NGB, some variation is tolerable based on the instructor's judgement of the venue, weather, the nature of the activity and the type of young people, when the risk assessment is carried out.

Staff Check List

In Advance

- Consider suitability of staff for trip / visit. Organise reserve staff
- Letter to parents typed by Office including these details (enclose with this form)
 - Departure and Return times*
 - Location of Departure, Return*
 - Lunch Arrangements* (do not Issue until approval has been given)
 - Dress and Footwear*
 - Cost of Activities*
- Insurance completed if applicable (enclose with this form and available from Finance Office)
- Risk Assessment Form completed (V2)
- Collect paying in card from Finance Office
- Contact canteen to inform of reduced numbers for lunch
- book free lunches for pupils and staff
- Arrangements made to collect school mobile phone from Finance and Business Manager
- Confirm transport booking 24 hours in advance
- Arrangements made to collect First Aid Kit(s) from designated officer
- Read appropriate section(s) of Health & Safety Trips Manual – copies in School Offices
- Consider guidelines for inclusion – see page 44

On the Morning

- Names of pupils going on the visit – displayed on appropriate staff room notice board. Return attendance registers to school office prior to departure
- Confirm staff are present – Check with the Cover Assistant
- Pick up First Aid Kits
- Leave mobile contact numbers in the School Office

On Return

- Return First Aid Kits
- Complete Evaluation Form (see Staff Handbook) and return to IGT

For Residential/Out of School Hours Visits

- Check centre for appropriate Health & Safety requirements
- Inform LEA of visit through CR
- If foreign visit, obtain pin number for Interpreter Service through designated officer
- Complete Pupil Residential Information Sheets (V3)
- Organise Parents Information evening – book room(s) through Finance and Business Manager
- Leave copy of proposed programme with appropriate members(s) of staff including School Office
- Leave pupil contact details with member of staff who has agreed to be your emergency contact
- Read appropriate section(s) of Health & Safety Trips Manual – copy in IGT's room and School Offices

Notes

Inclusion

All young people have the right to participate in educational visits or activities, or have suitable alternatives provided for them, so that they can participate alongside their peers wherever possible.

Under the terms of the Educational Special Needs and Disability Act 2001, schools and youth and community groups must make every effort to include all disabled young people in activities. This can only be done however, whilst maintaining the safety of all concerned, the integrity of the activity and the ability to manage the situation. Discrimination is said to have occurred if the disabled young person is treated less favourably than another for a reason related to their disability and without justification.

Existing activities, which are not currently inclusive, should be reviewed in order to consider how this could be achieved as part of usual practice. Any modified activities must be of equal value to the unmodified. This is not only a legal requirement, but also essential to the quality of the experience and the perception of all those who are involved. However, the inclusion of all young people may involve issues to do with physical or sensory impairment, medical conditions, behaviour, cultural or religious beliefs etc. This means that it is vital to carry out specific Risk Assessment, in these circumstances, in addition to the general Risk Assessments.

(a) Specific Risk Assessment

1) Prepare well in advance

2) **Obtain authoritative information**

It is vital that the risk assessment and other decisions are based on information from an expert or specialist source when dealing with sensitive and personal issues

- (i) Medical conditions, physical disability and sensory impairment may well need specialist advice not always available from the young person's parents or the family Doctor, who is not permitted to discuss the individual's medical condition. The school nurse should be consulted on general conditions such as asthma, but specialist advice on more complex conditions can be sought from the Community Paediatricians in Bath. The duty Paediatrician should be informed of the young person's condition, the venture, activities etc., asked to comment on the suitability, recommend risk control measures and advise on any other concerns that the leader may have. Seeking and following expert medical advice, will give the Leader a sound basis on which to base decisions for which they may not otherwise feel competent, on activities and control measures, or even if it would be unsafe for the young person to take part in that particular venture at all.
- (ii) Likely behaviour, both long term and recent patterns of the young people in the group should be known to and considered by the Leader. Where a behaviour issue has been raised, a "specialist" needs to be identified to establish the detailed knowledge required such as, the use of medication and the response to unusual circumstances, new people, excitement, tiredness etc. The LEA specialist staff, who work with the young person or a Paediatrician will be essential contacts to provide advice on the risks and control measures

3) **Complete the Risk Assessment (See Appendix F and Section 4.15)**

4) **Consider how the control measures will be met**

Allow sufficient time for Activity Centre staff or other external providers or instructors to meet the particular controls/ provide the additional equipment etc., as they also are required to provide facilities that do not discriminate against the disabled. Internally however, any additional costs to the group that arise from meeting the control measures necessary, are additional costs to the venture as a whole and **not** additional costs to an individual. An example of this would be hiring a coach with a tail lift for a wheel chair instead of a cheaper one. Asking a disabled young person or his/her parents to pay for additional assistance, equipment or transport costs for

example would be considered to be discrimination. Any additional costs could be shared by the group or met by fundraising or charity grants. Where the child has a Statement of Special Educational Needs there may be some funding available towards the cost of an additional carer from the SEN Section of the LEA. In the same way the young person's parent cannot be asked to accompany them on the venture, at their own expense and take charge of the care of their child, as this too would be discrimination. Parents or other volunteers may accompany the group as additional adult support to the group or an individual, including their own child, but any costs should be met as detailed above. Neither staff, nor such volunteers can be asked to care for any young person for 24 hours a day on a venture, so additional arrangements would have to be made. Parent volunteers should not be considered if this would compromise the objectives of the venture.

(b) **Inclusion Strategies**

If the main objective of the venture is personal and social development, and learning takes place through the activities undertaken, then the activities must not only be accessible but must also retain their integrity.

Strategies to ensure this include:

(i) **Total inclusion**

This is where the Leader is confident that they can cope with the needs of each young person in the group in the particular context. The young people can cope with the activity and the Leader can cope with the range of ability and motivation.

(ii) **Modified Activity**

This involves inclusion in the mainstream activity, but with a flexible structure, more space, increased supervision levels, differentiated tasks or a range of equipment available for example, all of which retain the integrity of the activity.

(iii) **Parallel Activity**

This could be an alternative activity, where identified young people take part in a discrete self-contained activity, which is different from the mainstream one, but which contributes to meeting the venture objectives.

(c) **Location or site**

It may be necessary to consider several sites for the venture to see which best meets the need for any specialist facilities. (See section 4.5) The risk assessment can then determine if the venture is possible and practicable.

(d) **Group Dynamics**

The behaviour, motivation and interest of the group are significant factors in the success of a venture. It is essential that strategies exist to bring the group together, enable team building and control behaviour. Where inclusion of a particular young person could compromise this, adapted strategies may have to be developed. These may include parallel activities in a small group or with a partner or activities modified with and/or for them. Any adapted versions of the

activities must be realistic, and contribute towards the venture objectives.

(e) **Cultural and religious beliefs**

Carrying out a specialist risk assessment may also be necessary if the young person has cultural or religious beliefs, which require them to observe certain practices and which may place themselves or others at risk. Specialist advice from a leader of that culture or religion is needed on which to base the assessment. However if the arrangements to accommodate such customs and beliefs would compromise health and safety, then there should not be an agreement to meet such requirements. If for example, there were issues over blood transfusion, then it may be necessary to explain how the venture Leader's duty of care will be carried out in an emergency e.g. call the emergency services, inform the parents, defer all medical decisions to the doctors etc. This demonstrates what would normally be accepted as reasonable or good care in this context and not a personal view. Given this information the parents can then make an informed decision about allowing their child to participate in the venture. A leader should never agree to a course of action, which in their opinion compromises health or safety. Discussion with the EVC and/or Outdoor Education Adviser should also take place before making any such agreements.

TRIP / VISIT EVALUATION

Trip/Visit Details

Leader's Name:

Visit / Trip to:

Year Group(s) Taken: (Circle Year and detail no. of students from that Year Group)

7 8 9 10 11
12 13 Total no. of students:

Length of Trip / Visit:

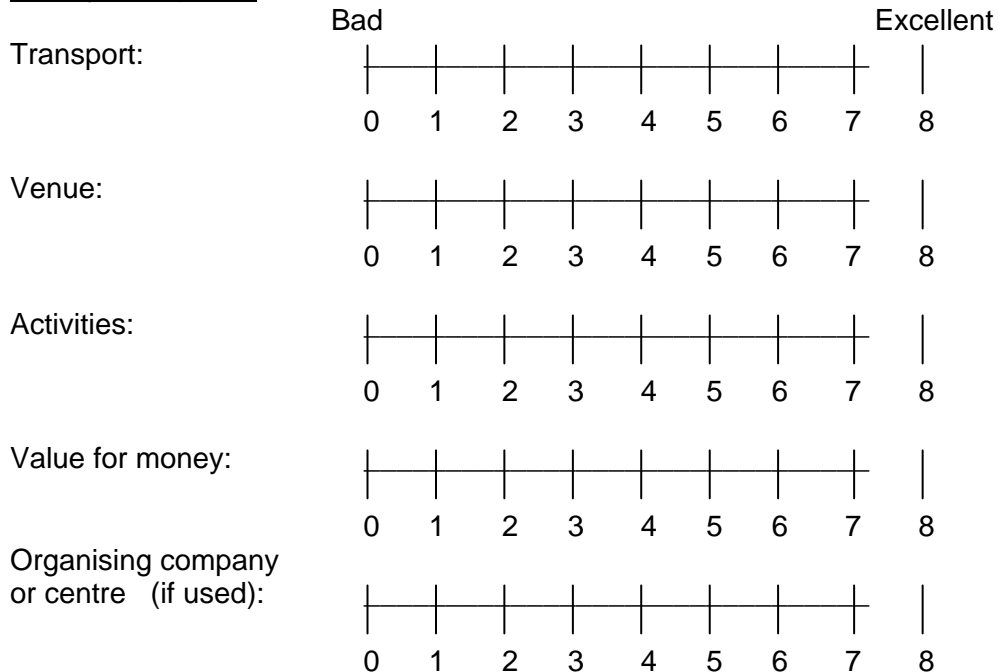
Organising company (if used):

Transport used: (circle)

Coach Minibus Train Car Aeroplane
Other:.....

Transport company/ies used:

Quality of Trip/Visit



Other comments:
(Include reasons for any poor/bad evaluations shown on bars above)

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Students' behaviour comment and follow up