



**Social Arts for Education Educational Visits Policy &
Procedure**

05/09/2019

Policy

Vision Statement

Social Arts for Education aims to offer a broad and balanced range of exciting and stimulating educational visits. The opportunities have a positive impact on raising standards, being a valuable and important part of the learning process for people of all ages.

They serve to:

- Bring breadth to the learning experience
- Stimulate enquiry
- Encourage tolerance and quality in relationships between all involved
- Extend, enlighten and enrich the curriculum and the student's learning experience

Residential courses should further self-discipline, organisation, empathy and recognition of our interdependence.

Social Arts for Education is committed to working towards providing all students as far as possible, with at least one residential experience. Where trips are organised as part of a subject's curriculum, all pupils studying that subject are expected to take part.

Enrichment days that may fall outside of normal lesson subjects will be planned during the summer examinations season, in order to ensure the provision of a quiet, suitable environment for examinations to take place. Again, all pupils not taking examinations are expected to participate in these experiences.

All members of the school community (students, staff, parents and governors) have a right to be informed of the many and varied opportunities available and should anticipate a broad, balanced and exciting offer. Students will not be barred on financial grounds from any courses/visits considered a necessary part of the curriculum. When additional funding is necessary, the school will endeavour to source appropriate funds.

Visits should be consistent with the aims of the school and be fully researched, approved, clearly targeted and reviewed. Visits can lead to pressure (on parents' purses) and stress (on staff and students). All visits should follow an agreed pattern, to be part of the overall academic planning cycle.

The scope of this policy covers a very wide range of potential activities, whether a short trip to a local museum or travelling long distances for a specific activity at a specially selected location. The same principles will also be applied to those types of visits that are purely for enjoyment and enhancement of life experiences, such as swimming and sporting activities. The benefit for students visiting venues and gaining first-hand experience and/or partaking in activities is absolutely invaluable in their educational and personal development.

We also recognise that the selection of appropriate venues that can enhance the experience and enjoyment without compromising the health and safety of those who are involved, are

crucial to the success of the visit. Equally crucial in the success of educational visits is the need to involve parents and to gain from their support and enthusiasm.

The purpose of this policy is to therefore ensure that all educational visits, irrespective of their nature and duration, are well planned and co-ordinated and take into account the health and safety issues that may foreseeably arise during any visit. Only competent persons and organisations will therefore be selected for the purpose of planning and organising any visits and all and any venues visited will be carefully assessed beforehand.

RESPONSIBLE PERSON

Ruth McWeeney (Deputy Headteacher)

The primary functions of the above named person are to co-ordinate and oversee all issues and controls regarding educational visits and to liaise between all appropriate parties during the planning and organisation. This includes the need to ensure that the requirements of this policy are carried out and that any problems or difficulties in meeting these requirements are reported.

In particular, the above named person has responsibility for ensuring that any systems and procedures laid down for dealing with educational visits and the selection of suitable persons and organisations involved, follow the principal requirements of this policy and are fully in place prior to the commencement of any educational visit.

In addition, the above named person is responsible for ensuring that feedback is obtained from all educational visits and utilised, where practicable, to both enhance and improve any future arrangements and selection processes.

The above person can delegate specific tasks to other staff members and is responsible for ensuring that such delegation is appropriate and clearly understood.

Practicalities

The Policy

Purpose of trips

Any educational visit must have a purpose. This purpose must be clearly understood and planned within the context of the subject, and must be the focal point for any arrangements made. Fieldwork relevant to the subject being studied should be undertaken on all trips, unless the purpose of the trip is purely a social one.

Trip categories

Visits must be categorised, and planned and organised accordingly. Categories are as follows:

- Category A: Regular visits to venues within the locality that are well-known and of low, assessed risk.

- Category B: A visit to a venue that may require significant travel outside the locality and/or may be a rarely visited venue, but is still assessed as low risk.
- Category C: Any type of visit in the UK that requires residential accommodation for one or more nights, assessed as low risk.
 - Or visits abroad that require residential accommodation for one or more nights, assessed as low risk.
 - Or high risk activities in the UK, (residential or not). High risk activities abroad, residential or not.

Approval and consent

All visits must be approved by the Headteacher before going ahead. Parents must have been fully informed of the nature, duration and details of the trip, and formally given their consent (in writing) before any pupils can be taken offsite.

Staffing

Trips must be coordinated through the Responsible Person and must have a suitable Trip Leader appointed to them, irrespective of the nature and duration of the visit. Trip leaders must have the relevant qualifications (where appropriate), skills, experience and abilities suitable for the responsibilities placed upon them. Only competent persons who have been suitably vetted and cleared in line with Social Arts for Education's safeguarding procedures may be selected for supervisory roles on trips. Supervision must, at all times, be at an effective level for the age, numbers and special needs of the pupils on the trip.

Venues

Any venues or locations for trips must be generally publicly well-known and have been adequately assessed beforehand. An information-gathering visit, particularly for locations unfamiliar to pupils, is essential - during this visit, familiarisation photographs can be taken, to use as an anxiety reduction and preparation tool. Locations and journeys must have been risk assessed, and risks reduced to be as low as reasonably practicable before any trip takes place.

Equality Act 2010

Any and all trips organised by Social Arts for Education must be organised in such a way that does not exclude any pupil with protected characteristics as defined by the Equality Act (2010). Venues must be carefully chosen for their suitability and safety for children with special needs. Pupils who may demonstrate behaviour that represents a threat to the health and safety of themselves and those around them (for example, pupils deemed a high flight risk) must not be excluded from trips, but must have adequate support put in place (for example additional staff) so that they are able to safely and happily engage with the experiences on offer. Each student on any trip must be risk assessed on an individual basis, in order that the correct support is put in place for them.

Travel

Travel may sometimes take place in private cars, or via public transport. Private cars will only be used if the driver is a member of Social Arts for Education staff, who is compliant with the SAFE Driving at Work Policy and can provide documentary evidence that their car is legally roadworthy, well maintained, and correctly insured. This does not apply to parents giving lifts to their own children.

Public transport will be carefully planned and risk assessed before any trip, and a detailed itinerary of the journey will be provided to the pupils and their parents.

If any private hire firm or tour operator is used for a trip, care will be taken to only select competent and accredited travel and tour operators for means of transport to and from venues and locations.

Trip costs

Social Arts for Education is committed to ensuring that children whose parents cannot afford any additional costs incurred for educational visits can access funding to cover these costs. The cost of trips, aside from costs of local transport (eg bus or local train fare) will be met by Social Arts for Education in the case of all compulsory field trips. Parents may be asked to contribute to trips where the purpose is social, or where the costs of longer-distance travel and/or accommodation need to be covered.

The Arrangements

The following arrangements and activities are in place in order to meet the above policy requirements:

- A comprehensive risk assessment system and procedure to identify risks to the health and safety of all those who attend an educational visit and to determine the necessary precautions required to adequately control the risks (T:\Staff\Policies and Procedures\Policies\Strategy).
- A set of procedures to be followed in the event of an emergency or any unpredicted event that may threaten the health and safety of anyone during the visit (see end of this document).
- A reporting procedure for any accidents or incidents that may occur on the educational visit and for observed conditions that may lead to such incidents (forms in office).
- A system for providing feedback on the experiences of all educational visits that enables improvements and enhancements of future visits to be considered.
- First aid provision and trained first aiders appropriate to the assessed needs of any educational visit (all trips must have first aid cover).
- Adequate insurance arrangements appropriate to the nature of the visit covering (where appropriate):
 - Luggage and equipment
 - Accident and medical cover

- Cancellation
- Provision of relevant, more detailed and updated internal guidelines, checklists and procedures to ensure a safe and successful visit (in this policy).
- Checklist systems to ensure the following are accounted for:
 - Names of all students on the visit and accountability during the visit
 - Emergency contact details of parents
 - A list of provisions and equipment required for the visit, including specific medical and first aid provisions
 - Itineraries and schedules for all proposed travel and activities
 - Appropriate and adequate provision of information and instruction to all those who require them
 - Appropriate mobile communication methods, systems and equipment
 - Additional specific requirements based on the nature and location of the visit
- The assessment and provision of a licensed transport provider and adequately maintained transport vehicles wherever and whenever required.
- The assessment of appropriate modes of travel and provisions for alternative arrangements in the event of an emergency

Responsibilities

Trip Leader

- Where so instructed and delegated by the responsible person named in this policy, to plan the proposed visit taking into account the health and safety risks that may arise before, during and after the visit.
- To appoint, where considered appropriate, any competent deputy or deputies in support of any visit.
- To ensure that as much relevant information is obtained on any proposed visit, venue and location to enable an appropriate risk assessment to be carried out. This may include an exploratory visit beforehand. Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.
- To ensure that the needs of all those included on the visit are assessed and provided for.
- To ensure that the risk assessment(s) also determine the appropriate level of supervision, first aiders and any other specifically trained and/or experienced personnel.
- Ensuring that all equipment and materials required for the visit are adequate and arrangements are made to store them safely and correctly.
- To ensure parents are provided with all the necessary information about the educational visit, any equipment etc they need to provide and the standards of conduct expected of their child(ren).
- Where appropriate, invite parents/carers to any briefing sessions. This should take account of any difficulties that parents may have if they have disabilities, if English is their second language etc.

- To brief all group members, including students and parents, on the main elements of the visit, the standards expected and the roles and responsibilities of all prior to commencing the visit.
- To finalise all details and arrangements with the responsible person named in this policy.
- To explore school Code of Conduct and any other relevant rules related to that activity.

Teaching staff involved with educational visits

- Support the Trip Leader in all requirements and follow instructions.
- Look out for the health and safety of themselves and those around them and for whom they also have appointed responsibility.
- Assist in general control and discipline requirements.
- Inform the Trip Leader of any concerns, observed or otherwise.
- Do not attempt to force students to partake in any activities during the visit that they may not wish to do.

Parents/Carers

- Must provide emergency contact details prior to the educational visit.
- Must sign and return a consent form.
- Must provide any relevant information known to them regarding the (current) health of their child and if necessary, complete an Administration of Medicine Form.
- Must disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned.

Students

- Must dress and behave sensibly and strive to meet the expectations placed upon them.
- Must follow the instructions given to them by any accompanying adults.
- Must not take any unnecessary risks or place their fellow students at unnecessary risk.
- Report to any supervising adult any concerns they may have during the visit and, in particular, if and when they are asked to partake in any activities.

Training

The following training will be undertaken by Social Arts for Education:

- All staff will be made fully aware of this policy and the requirements and arrangements laid down within it.
- All staff will be trained in understanding the health and safety requirements of educational visits, particularly in relation to those identified in the relevant risk assessments.
- Key staff, as identified by the responsible person named at the head of this policy document, will be trained in any specific role they are required to take in support of this policy.

Accountability

The Educational Visit Co-ordinator

The EVC ensures that educational visits follow National, Local Authority (LA) and School policies ensuring that all aspects of the 2010 guidelines (section 3.4j) are complied with and that the Trip Leader and accompanying adults are suitably competent to run the visit.

Trip and Activity Leaders

Those formally appointing a designated Trip or Activity Leader should take account of the following:

- Trip/Activity Leader should be formally approved for the event-specific activity
- Trip/Activity Leader must be formally assessed as being competent
- Ensure that those leading visits have appropriate understanding of employer guidance. It is good practice for employers to provide formally accredited Trip Leader training.

New Staff will be required to attend Trip Leader training/arrange formal induction with the EVC before they can lead a visit.

The officially approved and designated Trip/Activity Leader should be:

- Accountable (being accountable implies being an employee, or legally contracted - and thus part of a chain of specified roles and responsibilities.
- Competent/Confident (a leader who is not confident may not be effective). Competence requires that the leader can demonstrate the ability to operate to current standards of recognised good practice and the following indicators of competence should be in place:
 - Appropriate knowledge and understanding of
 - LA guidance reinforced by formal training
 - School procedures reinforced by the Educational Visits Policy
 - The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. first aid, adventure activities leadership/coaching award.

Where a Trip Leader or Assistant Leader plans to provide their own adventurous activities to young people or vulnerable adults, it is recommended that competence is externally and credibly verified. This can be achieved by holding a current NGB leadership award (or equivalent) or, if working in an outdoor centre, through a “signing off” process by an Employer-approved technical adviser

A Trip/Activity Leader must follow Employer guidance and school policy and procedures, and must ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis. They must ensure that the roles and responsibilities of other staff (and young people) are properly defined and communicated, ensuring effective supervision.

Common Law Duty of Care and Effective Supervision

When one person takes on responsibility for another, they take on a legal “Duty of Care” to ensure that those being looked after are kept safe from harm. Where a non-specialist or non-professional adult (the person traditionally described in Common Law as “the man on the Clapham omnibus”) takes on responsibility for young people, the legal expectation of the

standard of care is described as that of a “reasonably prudent parent”. However, when the adult taking on the duty of care has specialist knowledge and/or is working in a professional or employment context, then the law expects a higher standard of care, usually described as the over-arching “Higher Duty of Care”.

To exercise the Higher Duty of Care, Common Law expectation is that Trip and Activity Leaders ensure that young people are supervised in accordance with the principles of “Effective Supervision”, requiring them to take account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age and gender (including developmental age) of the young people to be supervised
- The ability of the young people (including their behavioural, medical, emotional and educational needs) NB Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.
- Staff competence and experience requirements

This means that every group should be considered in relation to its individual, component parts and effective supervision of any given group has to reflect the group chemistry. It is therefore of critical importance that when planning a repeat or on-going series of activities, the previous plan (no matter how well it worked) is reviewed to ensure it meets current group needs.

Use of third party providers on trips (eg instructors, facilities hired, drivers)

When using a third party provider the trip leader is responsible for checking Risk Assessments, DBS/insurances (including Public Liability), Fire Procedures, Leadership Qualifications and experience. Providers that hold LOTC/AAL/Adventure Mark badges are pre-validated by Governing Bodies and therefore do not need checks done eg Long Ridge Scout Centre (Marlow Camp) holds 2 of these accreditations.

Trip Approval Criteria

A decision on whether or not a visit may go ahead will be made on the basis of:

- Cost to school and parents – the school reserves the right to cancel visits in the event of inadequate funding being available
- Educational value
- Inclusiveness of all students
- Timing
- Adequate leadership arrangements and suitability of qualifications
- Health and safety considerations as a result of a completed risk assessments
- Whether or not it includes all students
- Financial security
- Evidence of appropriate planning
- Evidence that minimum disruption to the normal curriculum has been considered

There must be a briefing meeting for parents before all residential, overseas visits or visits involving adventure activities. Parents must be informed before the visit if any form of remote supervision is to take place.

Procedures

Before applying for approval for the visit, the following information (where possible) should be sought by the organiser:

- Full cost of the visit, including options where possible, for students and staff e.g. activity/entrance fees, transport
- Cost of teaching cover, resources needed, cost/payment of part-time staff (particularly if not in school on those days)
- An appropriate and detailed Action Plan should be submitted for all large trips e.g. World Challenge, Barbados, to include 'how' individuals who wish to participate can be supported through appropriate fundraising/sponsorship to enable them to participate. Inclusiveness of all students is a key factor in these trips
- Within the Action Plan an agreed payment schedule with a long lead in time is essential to spread the cost to students and parents
- Accommodation details where appropriate
- Insurance details where appropriate
- Experience/qualifications of staff/instructors involved
- First Aid provision

NB An exploratory visit should be made, whenever possible, by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity in a location that is not familiar to him/her. If, in the last resort, an exploratory visit is not feasible, the Group Leader will need to consider how to complete an adequate assessment of the risks.

Planning a Visit/Trip

In order to allow for sufficient time for a visit to be organised, the following should be submitted to the Educational Visits Coordinator at least 1 months in advance (6 months in the case of residential or overseas visits). Approval for the visit will be based on the information given and should therefore be as detailed as possible and include all relevant details of the venue, and a skeleton lesson plan for the visit.

The Educational Visits Coordinator will fill in a budget form for the trip, and create a specific risk assessment for it. Careful thought will be given to the following points in particular:

- The leadership, staffing support and relevant qualifications held
- The arrangements for student welfare/pastoral care during the visit
- If applicable, how students will be selected for the visit. It is not acceptable to select on the basis of 'first come, first served.' There should be an educational rationale for the selection of students and this must be made clear on the Proposal Form and in letters to parents/carers. The Headteacher must always be consulted about selection
- First Aid arrangements
- Health and Safety considerations
- Communications

Information should be given to students/parents only AFTER approval has been given. An initial letter to parents should be carefully checked to ensure that the specific wording is correct. All trip letters must be processed by school admin staff and be proof-read. Trip letters must:

- state the aim of the visit
- give times and details of venue and provider e.g. Travel Company
- provide a provisional itinerary, where appropriate
- state student/staff ratio and qualifications or experience of accompanying staff where appropriate
- give type of accommodation/transport where appropriate
- state types of any special clothing or equipment needed
- contain details of costs, whether the cost is compulsory or whether a voluntary contribution is being sought. It should also indicate that, in cases of financial hardship which makes it difficult for parents to afford the costs, a written application, in confidence for financial assistance, may be made to the senior member of staff responsible
- where appropriate, inform parents of the criteria to be used to select students as proposed above

For all visits over 24 hours, parents should be informed that, in instances of severely unacceptable behaviour, that the student concerned may be sent home and that the responsibility for accompaniment and any additional costs lies with the parents.

Future correspondence must include:

- a request for parental consent (for all off-site activities)
- a request for medical and contact details. Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.
- details of insurance

For overnight and all visits abroad correspondence must include details of a briefing meeting for parents where the itinerary and standards of behaviour are explained

Before departure, the Administrator, who has been appointed to act as the school contact between parents and the visiting group in the event of a query or an emergency, the Educational Visits Coordinator and all supervisors must be provided with all the necessary information about the visit, including emergency contact details for everyone in the group.

Health and Safety

At least one appropriate accompanying adult must be trained in First Aid and in the treatment of anaphylactic shock if appropriate. It is the Trip Leader's responsibility to check that all essential medications have been taken e.g. Epipens, asthma inhalers etc. It is the student's responsibility to bring labelled medication and present it to one of the adults supervising the visit e.g. travel sickness medication. If any medication is taken it should be recorded on the **Administration of Medication Form (section 12)**. If an accompanying adult considers that medical treatment

necessary, s/he may contact parents/carers for advice and consent in minor cases. If in doubt the student should be referred to a doctor.

Administration of Controlled Substances eg Ritalin

Trip leaders are responsible for keeping all controlled substances in a locked container and then within another locked/secure area eg cupboard or glove box. All medication administered on the visit should be recorded on the Administration of Medication Form and returned to the relevant Student Reception.

Fire and Emergency

On residential visits, students and staff must be familiar with fire and emergency procedures. During a visit the Trip Leader retains a 'Higher Duty of Care' for the group at all times. In delegating supervisory roles to other adults, it is good practice for the Trip Leader to:

- allocate supervisory responsibility to each adult for named young people
- arrange the party into smaller and more easily managed sub-groups
- ensure that each adult knows which sub group and which young people they are responsible for
- ensure that each young person knows which adult is responsible for them
- ensure that all adults understand that they are responsible to the Trip Leader for the supervision of the young people assigned to them
- ensure that all adults and young people are aware of the expected standards of behaviour
- ensure the visit is as safe as practicable
- curtail the visit or stop the activity if the risk to the health and safety of any participant reaches an unacceptable level
- ensure that participants are aware of the need to be involved in the process of ongoing risk assessment, including the reporting of hazards and potential risks

It is good practice for each Assistant Leader to:

- have a reasonable, prior knowledge of the young people, including any special educational needs, medical needs or disabilities
- carry a list/register of all group members
- directly supervise the young people (except during remote supervision). This is particularly important when they are mingling with the public and may not be easily identifiable
- regularly check that the entire group is present
- have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes
- have the means to contact the Trip Leader/other adult supervisors if needing help
- have prior knowledge of the venue from the Trip Leader
- recognise unforeseen hazards and respond accordingly
- monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- be competent in the techniques of group management

- ensure that young people abide by the agreed standards of behaviour clearly understand the emergency procedures and be able to carry them out; know how to access First Aid

Each young person should:

- know who his/her supervisor is at any given time and know how to contact him or her
- make sure that they have understood instructions
- make sure they are not isolated from the group
- know who their fellow sub group members are
- alert the supervisor if someone is missing or in difficulties
- make sure they are aware of any designated meeting place
- make sure they understand the action they should take if they become lost or separated

During a visit ALL participants will:

- ensure that they co-operate with the Trip Leader and follow the instructions given to them in order to maintain the lowest acceptable risks to the Health and Safety of all participants
- develop their knowledge and understanding related to responsible participation in risk reduction

After the visit the Trip Leader will:

- ensure that the visit is evaluated and a report is made to the EVC within 14 days of return. It should focus on what has been achieved and the extent to which the intended educational benefits were achieved. The report will include the result of all investigations into particular incidents as necessary.
- ensure that pertinent information acquired from or about the visit or about the visit or activity is drawn to the attention of the EVC and shared with colleagues for consideration in the planning of future educational visits and activities
- When necessary, ensure an accident/incident form is completed and sent to the EVC

NB Students will not be granted time off school on the day after the visit in any circumstance.

Supervision

Due to the nature and needs of our student cohort, no trips organised by Social Arts for Education will take place with a staff ratio of less than 1:4. Following individual risk assessment of each participant, it may be decided to raise the ratio to 1:3.

Apart from sports fixtures, there must always be a minimum of 2 staff per visit and, where possible, one member of each sex for visits involving boys and girls unless the Educational Visits Coordinator has agreed to an alternative arrangement.

Students must understand key safety information including expected standards of behaviour, what to do if they become separated or if there is an emergency. Where there is going to be remote supervision, e.g. free time, students must:

- be judged competent in remote supervision
- be in groups of no less than 4 who must remain together

- be given a specific return time and meeting point
- be told how and where a member of staff can be contacted at all times in case of emergency
- 'Report in' regularly for a head count if remote supervision is likely to be for a prolonged period

Before the visit, parents/carers must be informed of and have agreed to any form of remote supervision and be made aware of the above measures to monitor the students.

School Trips, Exchanges and Overnight Stays (Information regarding Trans students)

Learning about different cultures and taking part in activities, may lead to overnight stays, both at home and abroad. Issues may arise for transgender students but this must not mean that they are not included on the trip. Consideration should be given well in advance to any additional needs, which may include having a parent/carer (as a member of staff) accompany the trip to ensure that the student is fully included.

The sleeping arrangements will need to be thought about before a trip is undertaken; it is possible that the student would prefer to have a separate room etc. Each individual case and trip needs to be thought of separately and in depth discussions should happen well in advance with any and all appropriate bodies.

The school should consider, just as anyone can be searched, transgender students may be searched at borders or other places. Different countries will have policies and procedures that they will follow. Contracting the relevant border control or agency in advance will ensure that any policy or risk assessment completed by the school is accurate for that visit or trip.

There are countries that are not as legally and culturally open as the UK. In fact some have laws that make it illegal to be part of the transgender community, therefore if planning an overseas visit, the laws regarding transgender communities in the country you are visiting must be considered. The International Lesbian and Gay Association (LGA) have more information on their website about countries that pose a risk to transgender individuals.

In relation to passports the passport office has a confidential service for people that are transgender (0800 448 8484) and more advice can be found here:

<http://www.ukdps.co.uk/AdviceForTranssexuals.html>

Recommendations

- A risk assessment for the school or college visit/trip should be conducted to include transgender students
- Any risks identified from the assessment should be managed so that any reasonable adjustments can be considered to facilitate the participation of the transgender student.

Exchanges and Home Stays

Exchanges are potentially a valuable learning opportunity for children, however care must be taken to ensure that they are suitable for the learners concerned, and that families children will be placed with have an understanding of disability. Currently there is no requirement for DBS checks to be done on adults outside of the UK.

- When Trip Leaders are working on exchange accommodation, details should work actively with the host school to ensure children are placed in an appropriate and safe host family.
- Useful measures: Host families screened using Pastoral staff expertise, ensure there is a Plan B for all students if there is an emergency (telephone number or safeword).

Extra-Curricular Clubs

Where extra-curricular activities regularly take place off-site, e.g. sports fixtures, the organising staff at the start of each school year should obtain from parents of those students likely to be selected for teams:

- Consent to participate
- Appropriate medical information
- Emergency contact details

Details of other students selected during the year may be collected as necessary. Prior to departure for the fixture, the Trip Leader should ensure the office staff on the relevant site have details of the students involved, in case they need to make contact with parents.

A single member of staff may supervise a sports team as long as there are other adults, such as coaches, on site. Adults other than teachers may act as additional supervisors. However, a DBS check must be completed if staff anticipate that supervisors will be supporting events on a regular basis. Supervisors must never be left alone with children.

If the supervisor is a volunteer, all relevant checks must still be completed, and the Single Central Register must be filled in for that person, at least 2 weeks prior to the event. For all volunteers a List 99 check is mandatory.

The Trip Leader for each fixture visit should take:

- a school mobile phone
- medical information
- copies of Consent Forms and emergency contact details for each student
- a First Aid Kit, ensuring that an approved adult is available to administer First Aid

Transport, including mini-buses and private cars

The Trip Leader is responsible for ensuring that transport is hired from a reputable company; that there is adequate supervision; that seat belts are worn and that staff and students are aware of what to do in an emergency, e.g. evacuation routes, assembly points.

Mini buses

- All drivers of school mini-buses, including parent volunteers, must have the relevant licence.
- All drivers must be over 21.
- Drivers, aged 21-24, may require additional insurance.
- All persons in the mini-bus must wear a seatbelt.
- Drivers must check the bus before departure and they must ensure that their total working day, including driving time, does not exceed 10 hours.
- Drivers must not drive for more than 1 hour 40 minutes in any period of 2 hours.

Private cars

Teachers, and others who drive students in their own cars, must have the appropriate licence and insurance cover for carrying students and must therefore contact their insurance companies to make suitable arrangements.

Volunteer drivers, e.g. parents, not employed by the school, must complete a Volunteer Driver Form to be passed to SLT for approval. For regular volunteers, this must be done annually to check for endorsements. Supervising adults should not ever be put in a position where they are alone with a student. Any volunteer driver must have also had a DBS check completed. Volunteer Risk Assessments must be completed for all volunteers and must be sent to, and approved by SLT.

Parents' permission must be sought for their children to be carried in other parents' cars.

The Trip Leader should arrange a central dropping off point for all students rather than individual drops home.

Checklist for taking a school trip

Allow plenty of time for planning. Allow at least one month for most day visits (three months if children with physical disabilities are involved and a minimum of six months for residential visits). Same day visits e.g. to the theatre, may need less time than this.

Before Trip	Y	N	N/A
Has approval been received from SLT?			
Has the trip got a clearly defined educational purpose?			
Have initial enquiries been made with the company/venue re: Day Trips			
Residential			
Details of venue			
Nature of activity on offer			
If Outdoor Activity/Education Centre, has it been checked for suitability?			
Have available dates and times been checked?			
Have insurances and DBS checks (where relevant) been checked?			
Are staff qualified to lead activities?			
Are enough support staff available?			
Has cost been checked?			
Is cover needed?			
Is the proposed trip suitable for those with disabilities?			
Are suitably qualified first aiders available to meet the needs of students?			
Have you got details of accommodation?			
Have you done a trip proposal form?			
Have you done a trip budget form?			
Have you done detailed risk assessments, including for individual children?			
Have you sent a letter or email to parents?			
Have parents been invoiced where appropriate?			

Have you received reply slips with written permission for all children?			
Have you requested any necessary documents for children (eg passports)?			
Have documents been cross checked with tickets where relevant?			
Has a briefing for parents been arranged where necessary?			
Have parents been issued with details of accommodation, where necessary?			
Has cover been arranged for your lessons if necessary?			
Have children not going on the trip been found an alternative activity?			
Have you created an itinerary?			
Have you given out an equipment list?			
Have you given out a behaviour contract?			
Day of Trip			
Have you explained emergency procedures?			
Have you issued each child with ID lanyards?			
Have you got the contact details list with you?			
Have you got a first aid kit with you?			
Have you got up to date return times?			
Have you got a copy of the risk assessment?			
Have you got a copy of the itinerary?			
Have you got any materials the children will need to work on during the trip?			
After the trip			
Has an accident/incident form been completed if necessary?			
Has a thorough evaluation of the visit been carried out?			

Monitoring visits

The Educational Visits Coordinator is responsible for ensuring that all trips comply with this policy and DfE guidelines. Each visit will be subject to monitoring through the process from the application for a visit through to the final delivery. Trip leaders may be required to meet the Educational Visits Coordinator to discuss the visit, risk management and arrangements. Trips will be monitored by the Educational Visits Coordinator to ensure all trip leaders have adequate knowledge of Social Arts for Education policies, and are adequately qualified (eg first aiders).

Critical Incidents

Definition of a Critical Incident

When a group undertaking an off-site activity and any member of the group has been involved in an incident where a group member has:

- either suffered a life threatening injury or fatality
- is at serious risk;
- or has gone missing for a significant and unacceptable period. In such a case, the incident should be treated as a “critical incident” and this guidance and procedures should be implemented.

Principles and Priorities

- to meet the needs of the group in crisis
- to meet and support the needs of the establishment, its community, parents/carers, relatives and friends
- to respond to the needs of other agencies
- to respond to media demands

Alerting and Activating the Plan

The plan should be sufficiently flexible to enable alerting the system for incidents occurring during normal school hours and those incidents that take place outside of normal school hours on a 24/7 basis. Relevant staff (SLT and admin) will have work mobiles, the numbers of which must be given to all relevant staff and proprietors, but never to parents, in order to ensure that the lines are never blocked when contact needs to be made. Relevant staff would include:

- SLT and Educational Visits Coordinator
- Chair of Proprietorial Body
- Administration coordinator
- Trip leader
- Any members of the School Emergency Response Team (as detailed on the School Emergency Response Plan not already named above).

Trip Leaders, and those in sole charge of a sub-group, should be advised to carry these numbers at all times during off-site activities, along with an Emergency Plan crib-card (preferably laminated to ensure that it can be used in difficult environmental conditions).

For the planned telephone communications to remain effective, it is strongly recommended that under no circumstances should anyone, make these telephone numbers available to parents – who might otherwise over-burden and compromise the system.

Emergency Procedure Protocols

The immediate course of action should be to:

- assess the situation, establishing the nature and extent of the emergency but ensuring that the Trip Leader does not put his/herself at further risk
- make sure all other members of the party are accounted for and safe, and briefed to ensure that they understand what to do to remain safe
- follow the emergency procedures appropriate to the activity
- if there are injuries, take action to establish their extent and administer appropriate First Aid

It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Trip Leaders make the telephone numbers that activate the School Emergency Response Plan available to parents. Direct contact with a parent/carer of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

When summoning help:

Contact the appropriate emergency service(s) providing:

- name of group and Trip Leader
- location
- nature of emergency and number of injured persons
- action so far

Then follow the advice given by the emergency services

Contact and advise the establishment Emergency Contact of the incident and action taken

Contact and advise any local base being used by the group

The Trip Leader at the location of the incident (in conjunction with the local base support) should:

- ensure that an appropriate adult attends the receiving hospital, taking the parental consent forms and appropriate medical information for the injured persons
- ensure that the remainder of the party are adequately supervised throughout, are returned as early as possible to base and receive appropriate support and reassurance
- ensure that an adult continues to liaise with the emergency services until the incident is over

Essentials:

- Monitor – record all events, times and details – establish witness contact details
- Treat for shock – reassure and keep warm
- Remember the rest of the group – safety, comfort, shock
- Avoid splitting the group – unless it is the only way to get help – leave nobody on their own
- Control indiscriminate use of mobile phones/email/Social Networking by the rest of the group
- Ensure that a leader accompanies any casualties to hospital
- Continue to monitor the situation and respond accordingly

Recording an incident:

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following:

- Time, date and nature of the incident
- Accurate incident location
- Names of casualties
- Details of injuries
- Names of others involved but not injured
- Locations of all involved when moved from the site
- Names and contact details of witnesses
- Action taken
- Action still to be taken
- An agreed plan for further action

Establishment Emergency Contact Protocols

The designated establishment Emergency Contact should initiate the planned cascade of information and action as set out in the Social Arts for Education School Emergency Response Plan. They should ensure that they:

- Make every effort to seek alternative and additional telephone lines
- Restrict access to telephones, including mobile phones, and to other outside contacts, including the media and press
- Contact the employer's designated Lead Manager contact point, giving details as above and also the current emergency contact telephone number at the location
- Ensure that an appropriate adult is accessible by telephone

Guidance for staff when responding to a Critical Incident

- Establish group safety
- Trip Leader should contact the emergency contact on site (this will normally be the Headteacher)
- If the Headteacher is not the Emergency Contact for that day, the Emergency Contact should alert the Headteacher

- Emergency Contact should initiate the School Emergency Response Plan
- School Emergency Response Team (SERT) staff, once alerted, should:
 - establish communication with other members of the SERT
 - Maintain communication with the establishment and the group
 - Ensure that essential information is obtained, recorded and relayed to the SERT to assess the situation correctly.

Trip Proposal Form

To be completed by teacher	
Title of trip	
Proposed date of trip	
Skeleton lesson plan, including LOs	
Number of students	
To be completed by Educational Visits Coordinator	
Name of First Aider	
Number of staff required	

Trip Evaluation Form

Were the learning outcomes/benefits achieved?			
Evidence			
Did both students and accompanying staff enjoy the visit?			
What went well?			
What didn't go as well as expected?			
What would you do differently?			
Were the individual risk assessments appropriate to the children?			
Do any of the risk management procedures need changing? (indicate which, and what needs changing below)			
Signed			
Date			

Trip budget form

Item	Cost
Entrance fees	
Transport costs	
Staffing costs	
Activity costs	
Accommodation costs	
Total cost	

Draft letter to parents for day trip

Dear parent/carer

This half term, we have been studying **subject**, and to consolidate and enrich the students' learning, we will be visiting **site/museum/venue** on **date**. We will be taking part in **activity**

We will be travelling by **mode of transport** and will be leaving SAFE at **time** and returning at **approximate time**. [Children will need to bring an Oyster card with a minimum of a £5 balance]

Children will need to bring **item** on this trip, and we ask that they dress appropriately for the weather and the activities - children will need to wear **insert suitable clothing**

[A voluntary contribution of **amount** is requested for this trip].

Please complete and return the following permission slip and return to Reception by **date**

I give/do not give permission for my child **name** to attend the planned trip to **venue** on **date**

Signed

Name

Relationship to child

Date

Volunteer Driver Form

Personal Details

Title..... Full Name.....
Tel: (home) (Mobile)..... (Work)
Address:
.....
Postcode.....
Email:
Date of Birth:

Driving

Driving History
Driving Licence Number... ..
Valid until

N.b. you will also need to complete a DVLA mandate form that we will send on to you.
For more information on this, please contact 01743 253313

Vehicle details

Please complete for any car that you are likely to drive on SAFE business

Make	
Model	
Registration No	
Engine Size (cc)	
Fuel Type (petrol, diesel, LPG)	
Passenger Seating Capacity	
Insurance details	
Insurance renewal date	
MOT valid until	
Taxed until	

Disclosure and Barring Service

DBS Disclosure

Acceptance as a voluntary driver is subject to a satisfactory Disclosure and Barring Service Disclosure. Please provide Social Arts for Education with two forms of ID so that these checks can be undertaken.

Declaration

I declare that the details given are correct to the best of my knowledge.

I agree to exercise all due care for the safety and comfort of my passengers.

I understand that it is an offence under the Road Traffic Act knowingly to make a false statement to obtain insurance cover. In the event of any future illness, condition or incident which might affect my ability to drive for the scheme (including driving convictions or refusal of motor insurance) I undertake to inform the Educational Visits Coordinator, or to resign as a driver with SAFE. I understand that failure to do so and any false declaration made above may render the insurance cover for my vehicle invalid and I may then be held personally responsible to pay costs or damages.

I understand that all information given will be treated in the strictest confidence.

I have received a copy of the Social Arts for Education Driving at Work Policy and I am aware of its contents.

Signature of Driver: Date:

Please submit this form with two passport-sized photographs to Social Arts for Education, 253 Eltham High Street, London SE9 1TY