



## **Educational Visits**

This policy relates to the whole school including the Early Years Foundation Stage.

### **Introduction**

At Kingswood House School, educational visits and outdoor learning are an important part of the school curriculum. Children in all years enjoy visits to a variety of places both near and far. Some trips may involve short journeys to local attractions while other trips may be spread over a week to distant locations including Europe. These visits encourage KHS children to experience a wide range of activities. Health and safety measures, as outlined in this policy, should help children to participate in activities safely, not stop them. A key message from the Health and Safety Executive is,

‘Well-managed school trips are great for children. Children won’t learn about risk if they’re wrapped up in cotton wool.’

This policy is not definitive and should not be taken as an authoritative interpretation of the law. The main legislation covering this area is the Health and Safety at Work Act 1974 and regulations made under that act, in particular, the Management of Health and Safety at Work Regulations 1999 which have been considered in formulating this policy. The policy has been updated to take account of new advice from the Department for Education, ‘Health and Safety: Advice on legal duties and powers – For local authorities, school leaders, school staff and governing bodies, June 2013 and the Health and Safety Executive, ‘School trips and outdoor learning activities-Tacking the health and safety myths’, June 2011. ‘Adventure’ visits will need to take account of the Adventure Activities Licensing Regulations 2004, which require certain providers of facilities for adventure activities to be licensed. Staff will need to read other policies such as child protection, transport, equal opportunities etc. The HSE’s website offers good advice about ‘frequently asked questions about school trips’ at: [www.hse.gov.uk/services/education/faqs.htm](http://www.hse.gov.uk/services/education/faqs.htm).

All members of staff in the school have the option to take part in visits. If for any reason they do not wish to participate they should be prepared to cover for others.

### **The Value and Purpose of Educational Visits**

Kingswood House School fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for future working lives. Kingswood house has been able to strike a balance between protecting pupils from risk and allowing them to learn from school trips.

The children have the opportunity to:-

- Use and apply their knowledge and understanding outdoors, in a different and often more stimulating environment where they learn new skills.
- Focus on specific environments, from geography trails to problem solving and team challenges, to develop their organisational, team working and leadership skills.
- Develop awareness and understanding of environmental and sustainability issues, through fieldwork studies. Raise their awareness and understanding of the wider safety issues through opportunities to become involved in risk assessment and risk management.

## **Equal Opportunities and Inclusion**

Everyone concerned needs to ensure that every effort is made to include all children. The challenge is to make these activities available and accessible in some form to all who wish to participate or are required to take part. This would be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion. It needs to be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. These are significant factors to be managed, which may over-ride other considerations. *See separate school policy for more details*

## **Health and Safety Regulations-The Law**

Whilst the School, the Governors and the Head have particular responsibilities, health and safety is a responsibility shared by everyone within the school.

- The Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations, 1999 set out responsibilities. Legislation is enforced by the Health and Safety Executive.
- The employer is responsible for health and safety, though tasks may be delegated to staff.
- Employees have a duty to look after their own and other's health and safety.
- It is very rare for school staff to be prosecuted under criminal law with regard to accidents involving children.
- Employers, school staff and others also have a duty under common law to take care of pupils in the same way that a prudent parent would do so.
- Most claims for negligence are brought against the employer (who has public liability insurance) and not individual members of staff

**Taken from DfE (2013) 'Health and Safety: Advice on legal duties and powers.'**

## **Risk Assessment**

Health and safety law requires the employer to assess the risks to the health and safety of staff and others affected by their activities. The term risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them. Sensible management of risk does not mean that a separate written risk assessment is required for every activity.

**School employers and staff organising trips should always take a *COMMON SENSE* and *PROPORTIONATE* approach remembering that in schools risk assessment and**

**risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether but it should avoid less or unhelpful paperwork.**

Trips to local venues such as a museum or the library do not require a risk assessment. Staff do not need to carry out a risk assessment every time they undertake an activity that usually forms part of the school day, for example, sports matches and pre-prep swimming. Any risks of these routine activities should be considered when agreeing the school's general health and safety policies and procedures. An annual check to make sure the precautions remain suitable is all that is required.

**adapted from DfE (2013) 'Health and Safety: Advice on legal duties and powers.'**

Circumstances when a risk assessment is appropriate would include activities away from school that involve higher levels of risk; for example mountaineering, canoeing and sailing. Trips abroad need careful attention to duties under health and safety. If these trips are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a specific assessment of significant risks must be carried out.

When planning an activity involving caving, climbing, trekking, skiing or watersports, you must check that the provider holds a licence as required by the Adventure Activities Licensing Regulations (2004)

The Head should ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned. When the risk assessment is carried out the bursar will store it in the Bursar's office.

.We have a duty to ensure that:

- We make our children more risk aware so they can manage themselves.
- Parents and others with that responsibility are:-
  - made fully aware of the risks involved in educational visits and adventurous activities.
  - shown how these risks are managed.
  - informed of what strategies are to be put in place to make them manageable.
- Once this information is in place, parents are able to make an informed decision about giving their consent.

Explanation and parental consent does not remove the responsibilities of the School and Governors under health and safety law, as the corporate parent.

Every visit needs to be risk assessed effectively. The Group Leader must fill in the risk assessment sheets which are a part of the Educational Visit Form (Appendix A). Once this has been done, the Group Leader needs to present the risk assessment sheets to the Headmaster for his signed approval. **The Group Leader must read 'How to risk assess an Educational Visit' (Appendix B) which explains risk assessment in more detail.**

All creditable organisations such as museums, farms and adventure activity companies have their own risk assessments. You should not be expected to risk assess the activities run by organisations but these risk assessments should be checked and stored with your educational visit forms. Some organisations such as national parks produce generic risk assessments which may prove helpful to creating your own site/activity specific risk assessment.

Remember to involve the pupils and colleagues in this process so they are more prepared. This is particularly important with some SEN children you may find less familiar settings and activities stressful. Remember to:

- Have a plan B
- Keep updating the risk assessment before, during and after a visit because the nature of risk can change during the trip e.g. weather.

## **Child Protection**

All children have the right to be protected from harm. An educational visit that is off-site and has residential activities, provides stimulating learning and, in many cases a different and more relaxed or interactive environment.

The School is committed to ensuring that:-

- Child protection procedures are initiated
- Ensuring clear lines of communication and effective liaison between staff managing and supervising this work.
- Ensuring clear lines of communication and effective liaison between all agencies responsible for the safety and welfare of children.
- Enabling children to understand their rights and recognise and deal with unsafe situations.
- Implementing the policy and procedures in the School's Child Protection Policy.  
***See separate policy for more details***

## **Supervision**

Supervision is a key element in the success of any venture. It will determine not only the health and safety of the children and their leaders, but also the quality of the overall experience, enabling learning to take place as well as allowing all those concerned to enjoy the experience and derive satisfaction from it. Good supervision requires everyone involved knowing what strategies are to be used and what their roles and responsibilities are, as well as having a clear picture of the expectations placed upon them. It is a team effort and shared responsibility, based on small manageable tasks and relationships building into a larger successful system and partnership.

## **Staff Pupil Ratios**

Staff pupil ratios for school trips are not prescribed in law though the DfE recommend 1:8. 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 pupils. Normal EYFS ratios need to be considered.

## **Individual Responsibilities for Educational Visits**

### **The Headmaster**

This is the key role for ensuring that the management of visits and ventures meets the regulations and conforms to the schools health and safety policy. This management process needs to be in conjunction with a clear picture of expectations and standards that can be achieved by making the most of the positive learning opportunities presented. Any

delegation of responsibilities must be done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments you require. The Head will ensure that there is adequate training for employees on health and safety matters. Risk assessments for educational visits training is scheduled as part of a staff inset day Easter 2017.

### **The Group Leader**

This is the person with overall responsibility for the administration, programme, supervision and conduct of the venture. They are therefore an important part of the health and safety and good practice support system, and should both understand their own responsibilities and those of the other people in the process who contribute to their support, success and confidence. They need to take reasonable care of their own health and safety and that of others who may be affected by their decisions.

### **Members of the group with specific Responsibilities**

These people will assist the Group Leader in all their tasks and activities and will need to demonstrate person specific, pastoral, technical and management expertise. The list of responsibilities and competencies for the members of the group will need to be supplemented according to circumstances.

In addition, Group leaders and other staff have a common law duty to act as any prudent parent would do when in charge of pupils.

### **Responsibilities of the Children**

- It is essential that all groups are made as aware and active in the process of managing the visit or venture as they can be.
- Procedures, group and supervision strategies must be explained and understood.
- Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to.
- A Code of Conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and "down time".
- It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their parents.
- Everyone should be as risk aware as is realistic.

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

### **Before The Visit**

#### **Approval for Visits**

##### **a).Approval - 'In Principle'**

The Group Leader should obtain approval from the Headmaster as to the general suitability of the proposed visit. This approval is only 'in principle' and must be obtained

before any substantial arrangements are made. Then, the Group Leader must inform the Deputy Headmaster or Head of Pre-Prep about the proposed date of the trip. The date must be written in the School Diary in the School Office and on the computerised School Calendar in 'shared teachers' on the server. Thereafter, the Group Leader should begin to complete a 'Kingswood House Educational Visit Form' The Headmaster must also be regularly informed of the progress of the planning of the visit if this is a new visit with significant risks or this is the first trip organised by a member of staff.

### **b).Approval - 'Formal'**

The formal Educational Visit Form must be filled in. The front and inside covers include details of the trip and costings. This should be filled in first and shown to the Headmaster for his signed approval. This needs to be done after an exploratory trip, should one be necessary. It is the Group Leader's responsibility to inform the Headmaster of any changes to the information contained in the Educational Visit form; e.g. insurance, itinerary, staffing.

### **Educational Visit Forms (See Appendix A)**

An Educational Visit form is necessary for most trips outside the school grounds. (Routine trips do not have to be risk assessed each time. A generic risk assessment should be put in place for these visits e.g. swimming at Epsom College.) These are important documents for planning and risk assessing. Different sections may need to be completed before, during and after the trip. They are working documents which should be referred to and changed accordingly if circumstances change. Group Leaders must remember to inform all relevant parties including the Headmaster of any significant changes.

There are two types of Educational Visit forms for:

- trips away from the school that last no longer than a day and residential trips.

<b>Two Types of Educational Trips at Kingswood House</b>	
<b>Day trips or shorter</b>	<b>All residential Trips</b>
<b><i>A concise booklet of forms that needs to be completed by the Group Leader before, and after the trip.</i></b>	<b><i>A comprehensive booklet of forms that needs to be completed by the Group Leader before, during and after the trip</i></b>
<b>Section A Essential Information</b> e.g. dates, venues, staff pupils, travel arrangements, contact numbers etc...	<b>Section A Essential Information</b> e.g. dates, venues, staff pupils, travel arrangements, a schedule of events during the full course of the trip.
<b>Section B Exploratory Visit</b> Notes about any matters arising from the trip	<b>Section B Exploratory Visit</b> A more detailed section for residential trips.
<b>Section C Costings/Insurance</b> A breakdown of all costs including total cost and cost per pupil	<b>Section C Costings/Insurance</b> A comprehensive breakdown of all costs including total cost and cost per pupil
<b>Section D Pre-trip Checklist</b> A comprehensive check list to aid planning. It is not a definitive list and the Group Leader needs to pay attention all relevant	<b>Section D Pre-trip Checklist</b> A more comprehensive list than the day trip form though the Group Leader may need to be aware of all relevant legislation and

legislation and DfE/HSE guidelines.	DfE/HSE guidelines.
<b>Section E Risk Assessment</b> Group leaders must read the KHS document 'How to Risk Assess effectively' and use a alpha-numerical system to assess risks.	<b>Section E Risk Assessment</b> Group leaders must follow the instructions as for day trips. The form is larger due to the length and nature of residential trips. Group Leaders need to check the risk assessment procedures of all organisations they use.
<b>Section F Medical Details</b> A list of boys with medical conditions and prescribed medicine, inhalers etc...	<b>Section F Medical Details</b> A list of boys with medical conditions and prescribed medicine, inhalers etc... Group Leaders must have clear instructions of all prescribed medicine
<b>Section G Evaluation Form</b> A simple form to analysis the trip which may aid future planning.	<b>Section G Evaluation Form</b> A form to analysis the trip which may aid future planning.

## Exploratory/Preliminary Visits

### a) General guidelines

All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning. The Group Leader should keep full, written notes.

Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit;
- can be effectively assessed for risk;
- can cater for the individual needs of the group;
- can direct the visit's itinerary to make the best use of the venue's educational potential.
- Exploratory visits contribute to overall planning by ensuring that the Group Leader:
- is familiar with the geographical, logistical and social aspects of the venue;
- has obtained names and addresses of other schools which have used the venue;
- has met staff at the venue and has obtained advice from them.

If the venue for the visit is not familiar to a prospective group leader then an exploratory visit must be undertaken if:

1. the visit is abroad or;
2. the visit involves a residential element or;
3. the visit involves outdoor activities, e.g. caving, climbing, hill walking, trekking or water sports. Check that any centre has an Adventure Activity license.

Many visits are straight forward repeats of a previously successful visit but with a different group of pupils. However, many factors at the venue can alter during the course of the year, e.g. museum displays may change, pollution may appear on a shoreline and the weather is likely to be totally different from a previous year. For these reasons it is still good practice to conduct an exploratory visit in order that planning and risk assess effectively.

If an exploratory visit really is not possible then the Group Leader should obtain written information from the venue, from other schools who have recently visited it, and from local organisations such as tourist boards, national park authorities, coastguard etc... in order to complete a risk assessment - good practice would suggest that the visit should not take place if this is the case.

### **Residential Trips England/Abroad**

Group Leaders need to take extra care when organising these trips. Preliminary visits are essential to find out information regarding:

- accommodation;
- the experience/qualifications of staff leading activities;
- licences of activity centres;
- insurance;
- special risk on or near site;
- responsibility of supervision at different times of the trip;
- transport and equipment at centres

If possible, the Group Leader should visit the centre when another group is in residence so that the activities can be seen and other part leaders consulted. Ask for written references from previous groups, or, even better, ask for the names and addresses of groups visiting on specific date the year before. This will enable a random selection of reports.

Remember that whilst the safety is obviously paramount, it is also necessary to consider the quality of programme offered in terms of educational content and participant involvement. Collect promotional material and take photographs which can later be used to recruit, inform other staff or be displayed at a parents' meeting. Finally, on return, the Group Leader should confirm any verbal arrangements in writing and inform the Headmaster how the preliminary visit went and what impressions and knowledge he or she has gained.

### **Farm Visits**

Those responsible for organising and leading school visits to farms should read HSE Information sheet (AIS23) 'Preventing or controlling ill health from animal contact at visitor attractions' 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.

## **Communication**

### **a. Communication with Parents/Guardians**

The parents or guardians must be fully informed about the visit in a letter from the Group Leader (named), which should explain:

- its nature and purpose (to include aims and objectives);
- outline the programme/itinerary making reference to issues such as working near rivers or roads;
- how and when pupils will be supervised - making special reference to any work not directly supervised.
- Costs and schedule of payments for residential trips
- Parents do not normally have to sign a consent form because they sign an agreement at the start of the year that covers most trips off-site. Trips which are



more complex or involve adventure activities would need consent. Always check with the Bursar if you are in any doubt.

- Parents will need to complete a 'Parents' Consent Form' for all residential trips'. See Appendix D.

Staff should not use their own phones to communicate with parents on trips. School phones should be booked out from the Bursar's office and used on all trips including regular trips such as sports fixtures.

The letter to parents should also contain a section on meeting the costs of the visit. See example letter in Appendix C.

### **b. Communication with accompanying teachers/adults & pupils**

When the organisational details of the visit have been confirmed, all relevant forms - most notably risk assessment & those concerned with insurance - must be completed, and all other requirements detailed in the School's policy document must be observed. Pertinent details of the visit will need to be given to all of those variously involved; to the participating pupils, to any accompanying teachers and any non-teacher supervisors, and, where applicable, to any officials who will receive and perhaps work with the School party. In addition to everyone being acquainted with the date, time, venue, programme details, nature and purpose(s) regarding the visit in question;

- the pupils will need to be made aware of its relation to and implications for their recent, current or impending learning, and will need to know what will be expected of them at the venue in terms of their work and behaviour;
- any accompanying teachers/adults and any non-teacher supervisors will need to be carefully advised about their roles and responsibilities;
- any participating officials will need to know how their contributions are intended to enhance or to complement the pupils' work in School.

The organising teacher must also ensure that everyone involved is aware of any contingency plans for inclement weather or unforeseen circumstances, aware of the first-aid facilities, and aware of any emergency telephone numbers. ***It is vital that accompanying teachers/helpers are aware of all aspects of the trip should something happened to the Group Leader.***

### **c. Communication with School Officials**

The Group Leader needs to photocopy the front sheet of the Educational Visit form and give a copy to the Headmaster, Deputy Headmaster, School Office, SENco, Music Department, Staff Room and the Kitchen. This needs to be done at least two weeks before the visit to allow teachers, peripatetic teachers and catering staff to make necessary changes.

### **Other Considerations**

Other factors to be considered during the initial planning include:

- the facilities/equipment/clothing to be provided by parents for the visit;
- the facilities/equipment/clothing to be provided by the School for the visit;
- the facilities/equipment/clothing to be provided by the venue for the visit;
- identification of the need for and provide relevant staff training;

- the designation of someone to record the details of the visit and to carry accident forms etc;
- transport arrangements;
- insurance arrangements;
- information to the provider, e.g. names, ages, genders, special dietary requirements, etc;
- arrangements for communication between the group and the school;
- supervision ratios;
- contingency measures for enforced change of plan, late return, sending pupils home early or other emergency arrangements;
- measures to keep parents fully informed;
- the preparation of pupils - to include knowledge and learning skills, safety awareness, code of behaviour, etc.

## **Costing & Charges**

The Group Leader should ensure that parents are notified as early as possible as to:

- the total cost of the visit;
- how much of the cost will come from school (as in the case of field trips);
- how much each parent will need to pay or be asked to contribute towards the cost of the visit;
- how much spending/pocket money pupils will reasonably need (especially important for trips which involve a residential element);
- use of any surplus funds, i.e. will they be returned to parents or retained for future visits?

Early notification of the above is important as this allows parents time to make financial preparations. Many parents find it helpful to gauge the value of the visit if they have information relating to the constituent costs of the visit, i.e. transport, accommodation, food (see below), etc.

The value of the requested contributions equates to the total cost of the visit.

The parents' agreement to meet the costs of a visit before the visit is planned in detail will always be obtained in writing.

The School conforms to the DES Circular 2/89, the Education Reform Act 1988: Charges for School Activities.

## **Food**

The school will provide pupils with nut-free packed lunches. Pupils may supplement lunches with snack of fruit, dried fruit, vegetables and water only. For residential trips, where it may be impracticable for the school to provide packed lunches, parents will be advised what to prepare. Alternative arrangements such as parents providing their children with spending money to be used at a service station eating facilities may be a more practical solution.

## **Insurance**

**Always remain mindful of any requirements set by the school's insurers when planning a trip.**

Most educational visits are covered by the existing school policy. However, some adventure activities or trips abroad may need extra cover. The Group Leader must check with the Bursar if he or she has any doubts or concerns.

## **Transport**

If transport by coach or minibus is to be involved, the organiser must be satisfied that the vehicle(s) and the operators comply with the statutory requirements, and with any other requirements laid down by the School.

*Group Leaders must read the relevant sections of the school's transport policy.*

## **First Aid**

The Group Leader needs to be aware of any medical conditions of pupils and accompanying teachers/adults. Class medical forms need to be taken on trips and these are kept in the School Office. In all cases a nominated person should be in charge of the first-aid arrangements, e.g. a fully-trained first-aider is required for adventurous activities, visits abroad or residential visits. He or she must ensure that boys with inhalers, epi-pens or medication have the correct equipment/medication before departure from the school. For normal school trips and visits the Group Leader should have a good working knowledge of first aid and ensure that an adequate first-aid box is taken (see below). All staff and helpers must be made aware of children with serious medical conditions. They must be made aware of what to do in an emergency situation.

First aid considerations must form part of the risk assessment - these considerations should include:

- the numbers in the group and the nature of the activity;
- the nature of any likely injuries and how effective first aid would be;
- the distance to the nearest hospital and availability of transport. N.B. All adults in the group should know how to contact the emergency services.

The contents for the travelling first-aid box where no special risk has been identified are printed on a card inside the First Aid Pack. There must be a First Aid kit in each minibus.

## **During The Visit**

### **General Guidelines**

During all visits, The Group Leader, accompanying staff, helpers and pupils need to continually use their common sense to monitor risks and act accordingly.

Staff should make frequent references to the rules and procedures applicable to the visit or particular activity.

- a). Staff should insist that pupils are inducted into a real sense of safety awareness and good practice; e.g. pupils must work with a 'good body posture'. Pupils should be aware of the storage location of common equipment/hardware.
- b). Pupils should be encouraged to develop a strong sense of 'Health & Safety' for themselves and others, and to become familiar with the general and visit specific rules and procedures. Pupils must heed the staff's advice on how to avoid any potential risks when using particular equipment/hardware. They are required to

behave sensibly at all times, and should be reminded regularly of the dangers of running.

- c). Tidying/clearing up at the end of a day or the visit should be an accepted part of the visit and time always needs to be allowed for this to take place safely and effectively. Various factors will dictate the time that is needed, but clearing up should never be left until the very last minute. The major safety consideration is that equipment is stored in its designated locations so that the next session is not compromised, and equipment will not be found by subsequent groups in an unsafe condition, or in locations which might cause injury.

### **Dealing with accidents and emergencies:**

i. ***Accidents:***

In the event of a pupil injuring themselves, dealing with that incident must take priority. **All participation in such activities must stop** and pupils must be instructed to rest quietly and not to make any further use any equipment/hardware associated with the accident, until the incident has been dealt with and the welfare of the injured party has been organised. Pupils must be made aware of the circumstances leading up to the accident and an appropriate short discussion about the incident should serve as an example to others.

Small cuts and abrasions can be dealt with using the first aid bag but more serious incidents should receive the attention and evaluation of a qualified 'first aider'.

All accidents however minor should be reported in the **School Accident Book** by the end of the day on which they occur - if the visit is abroad then the incident should be written up as soon as possible on return to the School. Pupils should be encouraged to report all injuries however minor and should be reassured that no punishment or sanctions will be taken against them. Pupils should also be reminded at regular intervals about the course of action that they should take immediately following a personal injury.

ii. ***Illness & Sickness during The Visit:***

Pupils must be encouraged to report that they are feeling unwell during a visit - otherwise it is possible that their condition could cause them to lose concentration or become faint. They should have confidence in knowing that such matters are regarded seriously from a Health and Safety point of view, e.g. the unwell pupil may have an increased chance of an accident. Opportunities must be afforded in such circumstances for the pupil to leave the activity to visit the cloakroom, get some fresh air, have a drink of water, rest, etc. and the advice of a first aider should be sought if there is cause for concern, or if it is thought that the incident is not genuine. However, pupils must not leave the activity without first informing a member of staff of the situation.

iii. ***Emergency Procedures:***

A serious accident or incident is defined as:

- An accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;

- Circumstances in which a party member might be at serious risk/serious illness; or
- Any situation in which the press or media might be involved.

### **Be prepared**

- Carry emergency details at all times.
- Ensure you have followed all relevant guidelines/legislation
- Brief your group on emergency procedures.

### **Care of the Group**

- Ensure safety from further danger
- Contact local emergency services immediately and follow their advice
- Deploy other staff/adults as effectively as possible in continuing to ensure the welfare of your group.

### **Action in the event of a serious accident or incident**

The following procedure is for a serious accident or incident that may occur on a residential trip. It can be adapted according to the nature and duration of educational visit.

All people including the Group Leader may be shocked and distressed so all adults will need to have access to the following procedure. The procedure will help adults think more clearly and plan effectively during the aftermath of a serious accident/incident.

1. **Ensure safety from further danger**
2. **Contact local emergency services immediately and follow their advice**
3. **Do NOT admit liability**
4. **Deploy staff/adults as effectively as possible in continuing to ensure the welfare of the group**
5. **Inform the Headmaster**, or in their absence, a key member of staff at school as well as the second in command on the visit. When contacting school give the following information:
  - Your name
  - Name of Group
  - Telephone number you are calling from
  - What happened?
  - To Whom It May Concern: Where?
  - When?
  - What has happened?
  - To Whom It May Concern: Where?
  - When?
  - What has happened since?
  - If a fatality is involved, has this been confirmed?
  - By whom?
  - Which emergency services are involved?

Await further advice from the Headmaster and assemble all members of the visiting group in a safe place away from press and media. At this point, a control and communications centre will be set up at school and a Recovery Management Team

consisting of key staff will be putting a plan to deal with the serious accident/incident.

**Do NOT admit liability**

6. **Establish an On-site Control and Communications centre if possible.**
7. The designated base should have adequate telephone and telecommunications equipment available at all times. It may be appropriate to have a colleague available to answer all communications.

Parents and relatives will naturally be anxious to establish what is happening, but do NOT let party members (staff or young people) telephone home until after you have been advised by the Key staff at school.

Do NOT speak to the press or media. Refer enquiries to the local emergency services handling the incident on the ground and say that "an official statement" will be made by the Headmaster or the designated key member of staff at school.

Do NOT allow anyone, apart from medical services, to see any party member without an independent witness being present.

Keep a written record of all that happens.

If you change location, remember to let your Headmaster have the new telephone number at which you can be contacted.

Retain any equipment involved in an unaltered condition

Finally, all situations are different, your Headmaster and Recovery Management Team will make themselves available to offer you guidance and support until you arrive back to school. Use them as much as you need.

## **After The Visit**

### **Evaluation of trip**

This is the last stage of risk assessment and must not be overlooked. Visits which occur on a regular basis need to be monitored. All assessments should be reviewed after trips and before repeat visits to ensure that they remain effective. The Group Leader needs to fill out the back page of the Educational Visit form. He or she must retain a copy and give the original to the Bursar who will file the form.

### **Final Thoughts**

- a). In general, work completed by pupils either during or subsequent to an educational visit, should be displayed as and when appropriate, in a public area of the School.

- b). The Group Leader should ensure that senior management are informed of the conduct of the pupils so that appropriate comments/praise can be made in assemblies.
- c). The Group Leader should also ensure that staff who have covered lessons because of the visit should be thanked in an appropriate way.

**APPENDIX A**  
**Educational Visit Form**

**EV Form Page 1/8**

**TRIP DETAILS**

Trip Leader:		2 <sup>nd</sup> Leader:	
Contact no:		Contact no:	
Emergency contact number(s):			
Place(s) to be visited:			
Contact no:			
Objective of Visit:			
Date of trip:	Depart KHS:		Leave Dest:
	Arrive Dest:		Return KHS:





<b>Consider all costs when charging pupils. Add approximately 5% to allow for unforeseen costs e.g. pupils who are ill, rising fuel costs.</b>		
	<b>Description</b>	<b>Cost</b>
<b>Transport</b>		
<b>Admission</b>		
<b>Instructors</b>		
<b>Resources</b>		
<b>Other</b>		
	<b>Overall</b>	
	<b>Add 5%</b>	
	<b>Cost per pupil</b>	

Trip approved by: \_\_\_\_\_

Date: \_\_\_\_\_  
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**Educational Visit Checklist**

- |                    |  |                          |
|--------------------|--|--------------------------|
| <b>Planning</b>    | Has the Headmaster approved the trip?  | <input type="checkbox"/> |
|                    | Does planning follow procedures in KHS Educational Visits Policy?  | <input type="checkbox"/> |
|                    | Have you read the relevant dfe 'Health and Safety Advice on Legal Powers' (2013) or HSE, 'School trips and Outdoor Learning (2011) | <input type="checkbox"/> |
|                    | Has the trip been recorded on the School calendar & in diary?  | <input type="checkbox"/> |
|                    | Is there a need for an exploratory visit?  | <input type="checkbox"/> |
| <b>Venue &amp;</b> | Do have you enough information about the venue(s)?   | <input type="checkbox"/> |

**Activities**

Do you have enough information about the activities?

Do you have enough information about the organisation?

Does the organisation have appropriate licenses?

**Competence**

Does the organisation have own risk assessment?

Are guides/instructors suitably qualified?

**Insurance**

Is the visit covered by school's insurance policy

**Costings**

Transport e.g. train tickets, coach hire, tolls

Admission e.g. group booking, discounts

Instructors/guides

Resources e.g. worksheets, measuring equipment

Other e.g. taxes, surcharges, fund for damages

**Transport**

Do travel arrangements comply with KHS Transport policy?

Have you confirmed travel arrangements with travel company?

Do you have the correct tickets? Is the information correct?

Are there named minibus drivers who have been booked?

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**Staff &**

**Adult**

**Helpers**

Do you have the correct staff/adult to pupil ratio?

Are staff/adults suitable for the tasks on the trip?

Are staff/adults aware of their responsibilities?

Have staff /adults been briefed?

Have you risk assessed with your colleagues?

Do staff/adults know what to do if you fall ill/become injured?

Do you or colleagues need to swap duties?

Do you or colleagues need to set work?

—

	Do you or your colleagues need to cancel/postpone clubs?	<input type="checkbox"/>
<b>Pupils</b>	Are children aware of their responsibilities including behaviour?	<input type="checkbox"/>
	Have pupils been briefed?	<input type="checkbox"/>
	Have pupils been involved in the risk assessment process?	<input type="checkbox"/>
	Is the visit inclusive of all? Can all the children participate equally?	<input type="checkbox"/>
	Have activities, equipment, tasks been differentiated?	<input type="checkbox"/>
	Does the visit comply with the KHS Child Protection Policy?	<input type="checkbox"/>
<b>Parents</b>	Have parents been informed of date, times and venue?	<input type="checkbox"/>
	Have parents been informed of costs and payment schedule?	<input type="checkbox"/>
	Have all payments been received?	<input type="checkbox"/>
	Have all parental consent forms been received?	<input type="checkbox"/>
	Do you need to send out a further letter?	<input type="checkbox"/>
<b>Group</b>	Have you photocopied front sheet of this form and distributed it?	<input type="checkbox"/>
<b>Leader</b>	Have you delegated jobs on the visit?	<input type="checkbox"/>
	Have you given yourself enough time to delegate?	<input type="checkbox"/>
<b>Communication</b>	Do have a mobile phone and have numbers of other group members?	<input type="checkbox"/>
<b>Emergency</b>	Are you aware of Emergency plan in KHS Educational Visit policy?	<input type="checkbox"/>
<b>Procedure</b>		<hr/>
<b>EV Form 5/8</b> <b>Medical</b>	Have you got medical information about all children?	<input type="checkbox"/>
	Do adults have medical conditions that you should be aware of?	<input type="checkbox"/>
	Do children have all relevant medicine and equipment?	<input type="checkbox"/>
	Have you planned for children with serious medical	<input type="checkbox"/>

conditions?

This is not a definitive checklist. There will be others things you may need to consider depending on the nature of your trip.

### Medical Information

Staff may want to record extra information that is not covered in existing forms

Pupil	Concern/condition

### Risk Assessment Prioritisation System (see Educational Visit Policy for further guidance)

Risks need to be prioritised to ensure rapid action is taken to deal with those that are most serious so that necessary resources are effectively applied to enable this to happen. Prioritising risk is achieved by using an Alpha/Numerical method to measure the extent of severity of outcome against the likelihood of occurrence.

The letters **A, B, C** denote the level of severity of harm or consequence of the hazard and the figures **1, 2, 3** indicate the level of likelihood of the incident occurring if it is not adequately controlled.

- A. Death, Major injury** (most, fractures, amputation, loss of sight), damage or loss to property or equipment.
  - B. Over 3 day injury**, moderate damage or loss to property or equipment
  - C. Minor injury**, damage or loss to property or equipment
- 
- 1. Extremely likely** to occur
  - 2. Frequent, often or likely** to occur
  - 3. Slight chance** of occurring

In the Alpha/ Numerical System hazards are prioritised in the following way.

- A1**            **Unacceptable**-must receive immediate attention to remove hazard/reduce risk or stop activity.
- B1/A2**        **Urgent** – receive attention as soon as possible to remove hazard or reduce risk
- A3/C1**        **Important**-must receive attention to remove hazard or reduce risk
- B2**            **Important**-should receive attention to remove hazard or reduce risk
- B2/C2/C3**    **Low priority**-attention after other priorities

Educational Visit: \_\_\_\_\_  
 Group Leader: \_\_\_\_\_

Date: \_\_\_\_\_

Potential Hazard	Who is at risk	Existing controls	Prioritise ABC 123	What can be done to control that is not that is not already done?

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**Evaluation of trip**

	Rating out of 10	Comment
1. The Centre's pre-visit organisation /information		
2. Travel arrangements		
3. Content of education programme provided		
4. Instruction		

5. Equipment		
6. Suitability of environment		
7. Behaviour		
8. Other Comments		

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **APPENDIX B**

### **How to assess risks effectively**

#### **Introduction**

‘ A risk assessment is an organised method of looking at possible health and safety risks in a given situation and determining priorities for what else needs to be done to minimise the risk, taking account of procedures and practices already in place’.

Risk assessment and risk management are legal requirements. It also needs to be acknowledged that the process represents and promotes good practice.

“Working in the outdoors” encompasses many activities, from using the local environment as an ‘outdoor classroom’ through to taking part in recognised ‘hazardous’ activities. What they all have in common is to use an exciting and stimulating environment to promote learning and personal development. However, if personal development and increasing self-reliance are to be achieved, then we must properly assess, prepare for and manage any significant hazards in these environments and the risks they present.

## **General Guidelines**

This is not a form filling or tick box exercise. It is a step by step approach to identifying hazards, deciding who is at risk and considering measures to remove the hazard or reduce the risk.

The group leader has the overall responsibility for the supervision and conduct of a trip/outing and should have regard to the health and safety of the group. He/she should involve all accompanying colleagues in the assessment procedure. They can offer suggestions to safety issues, as well as to comply with instructions.

Keep the jargon simple and only stop when you run out of ideas. Keep the assessment under review at all times until the outing/trip has ended.

Trivial or insignificant 'life' risks do not need to be assessed but you must remember that, persons under 18 may not have the life experience to be safety aware.

All teachers must read and understand the Kingswood House Policy 'Educational Visits' and read the relevant sections in the DSCF's (formerly DFEE) 'Health and Safety of Pupils on School Visits'. Copies are located in the 'Educational Visits' box file on the shelf in the Staff Room.

All risk assessments need to be shown to the headmaster for approval.

## **Key points to Remember**

1. Do work as a team, don't work in solitude.
2. Look for continual improvement, don't be a perfectionist.
3. Have knowledge and understanding of all risks, don't be ignorant.
4. Be honest and factual.
5. Keep things simple, don't complicate issues.
6. Be specific not general

## **Scope**

The scope of a risk assessment will affect the time it will take, who needs to be involved and the implications of any recommendations. Choose a scope which is manageable and then you have a good chance of completing it without too much aggravation

The typical scope of risk assessments include:

- A physical area
- A piece of equipment
- A task or activity
- The group you are taking

It is important to break up your risk assessment into smaller parts as shown above. Areas may be delegated to others going on the trip.

## **Hazards**

A hazard is "something that has the potential to cause harm (physical injury/ill health, property/environmental damage)".

Hazards generally fall into 5 categories:

1. Equipment
2. Activities
3. Substances
4. Environment
5. People

### **People at Risk**

Information gained at the scoping stage will help you identify who might need to be considered in the risk assessment.

The obvious group at risk ,at Kingswood House, are the boys, but you need to think about yourself, colleagues, teaching assistants, parent helpers, coach drivers and other groups affected by the activity you are planning.

Think about yourself as group leader. What would happen if you became ill or were injured? Would your colleagues know what to do?

Care must be taken to think about those who could be at particular risk such as children with:

1. special educational needs
2. individuals with medical problems
3. individuals with impaired sight, hearing and mobility

This information is important because if you do not have an idea of who is at risk, your steps to provide protection may be lacking in effectiveness when considering control measures.

### **Risk**

Having identified who is at risk, priorities should be given to each hazard to determine control measures, so far as is reasonably practicable, the higher the risk the greater the need to control it.

The priority of each hazard is determined by its risk – risk is defined as a combination of factors:

- severity of outcome
- likelihood of harm
- Frequency of exposure
- Numbers of persons affected

Therefore, a balanced decision can be made between hazards with a high likelihood of occurring but typically result in minor injuries, and those which are less likely but would result in serious injuries.

At Kingswood House we will operate a simple prioritisation system which will help group leaders and colleagues to assess whether risks are high medium or low.



## **Prioritisation System**

Risks need to be prioritised to ensure rapid action is taken to deal with those that are most serious and that necessary resources are effectively applied to enable this to happen.

Prioritising risk is achieved by using a Alpha / Numerical method to measure the extent of the severity of outcome against the likelihood of occurrence.

The letters **A, B, C** denote the level of severity of harm or consequence of the hazard and the figures **1, 2, 3** indicate the level of likelihood of the incident occurring if it is not adequately controlled.

- A:** Death  
Major injury (most fractures, amputation, loss of sight), damage or loss to property or equipment
- B:** Over 3 Day injury, moderate damage or loss to property or Equipment
- C:** Minor injury, damage or loss to property or equipment
- 1:** Extremely likely to occur
- 2:** Frequent, often or likely to occur
- 3:** Slight chance of occurring

## **Hazard Severity**

So the potential for a major injuries and ill health is seen as high severity and, trivial or everyday injuries seen as low severity. This does not mean that some injury potentials are not important, but it does give them less weighting in the priority list

Some basic rules and discussion points

- You have to consider the realistic or predictable outcome not 'worst case scenario' otherwise everything will end up high priority!!
- Clear decisions should be made rather than A or B, or 1 or 2
- It is essential to get it 100% right every time, but it is necessary to review the assessment if there is an accident or case of ill health

## **Determining Likelihood**

By considering all the hazards and associated risks, a view can be reached about the likelihood on a scale of 'extremely to occur' to 'slight chance of occurring'. The investigation of hazards and associated risks may involve:

- Observation
- Discussion
- Examination
- Checking documents
- Meetings

The risk factors have simply provided a considered checklist for investigation.

## **Prioritisation**

The Group Leader and his/her team now have the information and decisions about the hazards within the risk assessment which can be categorised into priorities.

In the Alpha/Numerical system hazards are prioritised in the following way:

A1	Unacceptable- must receive immediate attention to remove hazard or reduce the risk or stop the activity
B1/B2	Urgent- must receive attention as soon as possible to remove hazard or reduce risk
A3/C1	Important- must receive attention to remove hazard or reduce risk
B2	Important-should receive attention to remove hazard or reduce risk
B2/C2/C3	Low priority- attention after other priorities

Timescales can be used as part of the system to stress priorities, but the key is to plan early so you have time to reduce risks.

### **Control measures and their implementation**

Control measures are ways in which you can remove the hazard or reduce the risk. They are generally classified into 4 headings:

<b>Procedural Controls</b>	- written information ensuring a task, activity or operation is carried out safely, such as operating instructions.
<b>Visual Controls</b>	-warning and safety signs, warning lights etc....
<b>Auditory Controls</b>	-alarms, verbal warnings
<b>Physical Controls</b>	-physical or electronic guarding of equipment or machinery, barriers, tape or other similar means of protecting or minimising contact with the hazard.

The most important objective is that control measures are implemented and effective. This involves three stages:

- Negotiation involving all colleagues on the proposed trip.
- Agreement on specific controls, resources, responsibilities and timescales.
- Implementation

The best control measures are those that provide a high chance of success taking into account-simplicity, effectiveness, cost and time.

### **Recording your Risk Assessment**

The Group Leader is responsible for completing a risk assessment form (see Appendix A). Blank copies are located in the 'Educational Visits' box file in the Staff Room.

1. <b>Place to be visited &amp; date</b>	Year 7 Residential trip to France 21-25 June 2009
<b>Potential hazards</b>	e.g. walking in unfamiliar area
<b>Prioritisation</b>	e.g Travelling by ferry Loss of passport Unsuitable hotel
2. <b>List the groups of people who are especially at risk from significant hazards you have identified</b>	e.g. pupils group leader staff non-teaching staff
3 <b>List existing controls or note where the information may be found</b>	e.g. ensure sufficient supervision clear guidance to pupils know details of consulate exploratory visit
4. <b>How will you cope with the hazards which are not currently or fully controlled under (3)</b>	List the hazards and the measures taken to control them.
5. <b>Continual monitoring of hazards throughout the visit</b>	Adapt plans and then assess risks as necessary

### Evaluation of Risk Assessments

This is the last stage of the risk assessment and must not be overlooked.

Trips which occur on a regular basis need to be monitored. During all visits, hazards need to be continually monitored. All assessments should be reviewed after trips and before visits to ensure that they remain effective.

Post-visit comments on risk assessment should be written on the risk assessment. These can be photocopied and used for future planning.

### **APPENDIX C** **Example of trip letter**

MUST BE PRINTED ON OFFICIAL KINGSWOOD HOUSE HEADED PAPER  
& USE ARIAL FONT

7<sup>th</sup> September 2009

Dear Parent

**Year 6 Geography Field Trip**  
**River Tillingbourne**  
**Friday 18<sup>th</sup> September 2009**

We shall be taking 6 Alpha to the River Tillingbourne to investigate river geomorphology which is the main topic they shall be studying this term. We will leave at 0915 and return by 1600. We will travel by minibus and your son will need a packed lunch. There is no cost for the trip. Please return the reply slip into the School Office as soon as possible.

During the day, your son will undertake various fieldwork investigations along the course of the River Tillingbourne. Your son will measure parts of the river channel at various locations, so waterproof boots are needed. Wellingtons are best because we shall be working in the river. The River Tillingbourne is a very shallow river which is regularly used by a local fieldwork centre. Each site is safe and easily accessible. All activities will be supervised by staff and accompanying adults.

**Your son will need to wear:**

Wellington Boots/waterproof boots, layers of clothing, waterproof jacket (& trousers if wet), hat, tracksuit bottoms or lightweight trousers (Jeans are not suitable), spare dry top, sun cream and shoes. **Please remember that conditions could change during the day so it is wise to be prepared for wet or sunny weather.**

**Your son will need to bring:** knapsack (school bag will do), packed lunch, medication (if needed), clipboard & pencil (s), no spending money.

Yours sincerely

Ian Mitchell

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**Year 6 Geography Field Trip to River Tillingbourne  
Friday 18<sup>th</sup> September 2009**

I would like the school to provide a packed lunch for my son \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX D**  
**Parents' Consent Form for Residential Trips**  
IS PRINTED ON OFFICIAL KINGSWOOD HOUSE HEADED PAPER

**PARENTS' CONSENT FORM FOR RESIDENTIAL TRIPS**

TITLE OF TRIP: \_\_\_\_\_

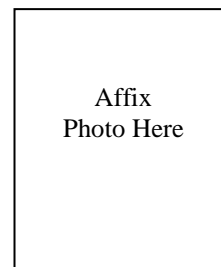
DATES OF TRIP: \_\_\_\_\_

GROUP LEADER: \_\_\_\_\_

NAME OF CHILD: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ AGE AT DATE OF DEPARTURE: \_\_\_\_\_

ADDRESS AND TELEPHONE NUMBER AT WHICH PARENTS CAN BE CONTACTED DURING TRIP.



---

TEL. NO. \_\_\_\_\_

ALTERNATIVE EMERGENCY CONTACT IF PARENTS NOT AVAILABLE:

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PASSPORT NUMBER: \_\_\_\_\_ EHC OBTAINED  (Please tick)

I hereby give permission for my son named above to participate in the trip detailed above. I understand and agree that the group leader will act on my behalf in all matters during the trip for the purposes of maintaining good discipline, safety, educational value and enjoyment of the group as a whole. I agree to my son taking part in all activities organised by the group leader, except those I have listed on the reverse of this sheet. I also confirm that I will inform the group leader if my son has been in contact with any infectious disease within three weeks prior to the trip. I also give permission for the group leader to sign any document giving authority for necessary emergency medical treatment, although I understand that all reasonable effort will be made to contact me in advance but taking account of the urgency of the situation.

SIGNATURE OF PARENT: \_\_\_\_\_ DATE: \_\_\_\_\_

Reviewed by Ian Mitchell September 2015  
Next review: September 2016