



Independent Autism Specialist School

## **Educational Visits Policy**

Written: January 2018  
Review date: February 2024  
Next review date: February 2025

## **Introduction**

This policy is written in line with 'OEAP – National Guidance'.

As a school we value the role of educational off-site visits and regard them as an important part of school life. However, in order to ensure that pupils and adults are safe during educational visits, clear procedures, roles and responsibilities need to be enacted. It is the purpose of this policy to ensure that all off site visits take place with the minimal of risk to all participants.

In line with national guidelines, all educational visits are planned with the health and safety of the pupils and young adults in mind, alongside the educational objectives. Therefore, we have a requirement for formal visit planning for all educational visits to include a relevant risk assessment of all activities.

Staff at Gwenllian Education Centre understand that carefully planned and well executed educational trips/visits provide extremely valuable experiences and opportunities for our pupils, enhancing the work carried out within all areas of the school curriculum. All visits which take pupils out of the school site count as educational visits and as such this policy applies in those instances.

Educational visits such as trips to local areas of interest and leisure facilities further support work during more formal sessions. These visits also provide additional stimuli to the pupils and young adults, as well as showing them practical reasons for some of the subjects or topics they are learning within school. All educational visits are chosen, planned and organised in such a way as to ensure that pupils derive maximum educational benefits from the visit.

As a rule and for reasons of practicality, educational visits to places visited regularly, that are timetabled, and are visited at least monthly, such as the local shopping centres, local parks and leisure centres, may go ahead without the completion of the educational visits request form, provided the EVC (Educational visit coordinator) has given permission for the regular visits, and they have been risk assessed. The group leader is to sign classes in and out and confirm that they have read risk assessments and that all required items are taken, such as medication etc.

Other trips that involve travelling further afield or of a residential nature, are not to proceed without each trip having written permission/clearance from the Educational Visit Coordinator, as completed through the educational visits proposal forms.

## **Aims and Strategy for Implementation**

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, visits should provide a rich, learning experience for the pupils. The following guidelines and procedures are necessary to enable the planning and implementation of educational visits organised by Reflect Education.

### **The Head Teacher will ensure that:**

- A suitable Education Visits Coordinator (EVC) is appointed within the school. This is currently the Head teacher - Mr Leigh Hipkiss. The EVC is responsible for planning and managing all educational visits. It is the responsibility of the EVC to appoint the group leader, in the event that the EVC does not attend the visit.
- The appointed group leader will have experience in supervising and controlling individuals and groups of pupils while attending educational visits and will ensure that pupils are managed effectively.
- The group leader will have the relevant skills, qualifications and experience if acting as an instructor, and has prior and knowledge of the location and activities being visited.
- The group leader completes all the recording and approval procedures and will seek approval from the head teacher (EVC) (if the group leader is not the Head Teacher) for all educational visits.

### **The Group Leader will ensure that:**

- Staff are conversant with the school's policies and procedures relevant to the visit
- All necessary actions have been completed before the visits commences, including completing all recording and approval procedures.
- Risk assessments are complete (including assessing the competence of staff) and that it is safe to make the visit
- The Head Teacher (EVC) has approved the visit if necessary
- Parents have signed the relevant consent forms
- Arrangements have been made for all of the medical needs of all the students
- The mode of travel is appropriate
- Travel times out and back are known
- There is adequate and relevant insurance cover
- That they have the names of all the adults and pupils in the travelling group
- They have the address and phone number of the visits venue and have a contact name
- That copies of travel documents remain behind in school with the Emergency Contact
- The relevant paperwork is passed to senior managers in an appropriate timescale for approval
- The visit is evaluated on return and inappropriate aspects are listed to inform future visits

The Group leader has overall responsibility for the supervision and conduct of the visit.

### **Recording and Approval procedures**

Prior to any educational visits taking place, the following information needs to be gathered by the group leader.

1. An up-to- date risk assessment determining staffing ratios required for pupils attending visit.
2. Educational visits proposal including:
  - confirmation by group leader that permissions have been sought for one off visit or routine visits from parents.
  - confirmation that the transport arrangements are satisfactory and that vehicles proposed are roadworthy, reliable and legal for use on the road/the driver is licensed to drive.

This educational visit is unable to go ahead without a signature from the Head Teacher (EVC).

On the day of the visit the group leader is also responsible for completing a vehicle inspection and if using a school vehicle, completing the vehicle log (in liaison with the designated driver if another driver is driving).

Staff need to follow the school procedures for recording any incidents/accidents on return to the school.

The group will provide feedback regarding an evaluation of the visit.

### **Group leaders should:**

- (if necessary) Appoint a deputy or deputies
- Have visited the proposed venue (if this is at all possible) prior to the visit
- Be able to effectively manage and support students
- Be suitably qualified, if instructing a specialist activity
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents, letters requesting permission, etc.
- Provide information on the trip to the pupils (in a group briefing session, especially for visits of a residential nature – if applicable)
- Undertake and complete a comprehensive risk assessment/s
- Have regard to the health and safety of the group at all times
- Know all the pupils proposed for the visit to assess the suitability

- Have a first aid qualified member within their team
- Endeavour to ensure that pupils understand their responsibilities and the behaviour expected of them;
- On residential visits, contact the school immediately or as soon as possible after arrival at the venue and when the school group sets off on their return journey at the end of the visit
- Evaluate the visit at the end and submit any changes that may be needed for the future.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. Any pupils for whom it is felt would not access or be able to 'cope' with the visit will not be taken on the visit. The curricular aims of the visit for those pupils will be fulfilled in other ways.

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties, which may arise, and making plans to avoid them.

The Head Teacher (EVC) has overall responsibility for all off-site visits. This responsibility is delegated in turn by degrees to the group leader to carry out the detailed planning required. The Head Teacher (EVC) still retains the responsibility of ensuring that the group leader is qualified to plan and lead the visits they are intending to and have the necessary experience.

The Group Leader must agree all plans with the Head Teacher (EVC).

### **Risk Assessments**

A risk assessment should always be carried out before setting off on a visit, using the School Risk Assessment template. Where applicable, risk assessments should be received from providers, professional visit organisers and/or the venues to be stayed at. These risk assessments should be evaluated to ensure they meet the levels of safety required for our students.

The group leader/s has responsibility for producing the 'final' risk assessment and this will support the Head Teacher (EVC) in determining the staff: student ratios for each visit. Recommended staffing ratios are specified in individual pupil risk assessments and behaviour plans.

### **The risk assessment should include the following considerations:**

- What are the risks?
- Whom do they affect?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What is the acceptable staff to student ratio for this visit?

The Group Leader should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

### **The Group Leader should take the following factors into consideration when assessing the risks**

- The type of activity and the level at which it is being undertaken;
- The location;
- The competence, experience and qualifications of supervisory staff;
- The group members' competence, fitness and temperament;
- Pupils with medical needs;
- The quality and suitability of available equipment;
- Seasonal conditions, weather and timing.

As part of the risk assessment measures, pupils will be made more aware of emergency procedures prior to the visit, without attention necessarily being drawn to 'potential hazards' on the site of the visit; for example, a 'general' discussion on how to behave near water, talk about life belts, recognising a life guard etc., rather than saying "there is a deep pool of water on the visit site and if you see anyone in it, call for a life guard or run for the life belt", with the emphasis on making them 'risk aware' rather than 'risk averse'.

## **Exploratory Visit**

**Wherever possible the Group Leader should undertake an exploratory visit to:**

- Ensure that the venue and activities on offer are suitable to meet the aims and objectives of the school visit
- Assess potential areas and levels of risk
- Ensure that the venue can cater for the needs of the staff and pupils in the group
- Ensure that the group leader is familiar with the area before taking a party of young people

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. Many venues now provide general risk assessments. In addition, it may be worth seeking views from other professionals who have recently visited the venue. In some cases, such as when taking walking parties to remote areas or if planning activities involving a seaside trip, it may be appropriate to obtain local information from the Tourist Boards, contacting the local Tourist Board for information such as lifeguards, tides etc.

## **Staffing ratios for educational visits**

There are always high staff to student ratios for children and young adults at the Gwennlian Education Centre. However, due to the increased risks when attending educational visits, it is imperative that pupils are supported adequately to ensure the risk to themselves, staff, the public and the environment are safeguarded.

It is likely that all visits will be supported by at least 2 members of staff, and a minimum of a 1:2 staff to pupil ratio will be maintained. Some classes may need 1:1 staff to pupil support and an additional staff member.

All pupils will be assessed individually and recommended staffing ratios for educational visits are highlighted within pupil's individual risk assessments.

## **Staff training**

Pupils will be supported by experienced and qualified staff who know the pupils when attending educational visits. This is in addition to the group leader. All educational visits will be staffed by at least one first aider. Educational visits which include swimming, will have a qualified lifeguard in attendance. A significant number of staff have received Epilepsy Training within their First Aid Training so pupils attending visits requiring epilepsy staff will be supported.

Additional qualified staff relevant to visits will be highlighted in the risk assessments.

## **Use of volunteers**

Adults other than teachers/youth workers and ancillary staff based at the school/centre can make a valuable contribution to the success of the visit. We value and recognise this contribution, provided that:

- any visit is led by a teacher/group leader;
- employees of the centre normally form not less than 50% of the minimum required staffing complement;
- volunteers are competent for their allotted tasks;
- each individual is approved by both the Head and group leader and is entered on the voluntary helpers list kept by the centre;
- they have been carefully briefed on the scope of their responsibility.

An Enhanced DBS should be obtained for individual volunteers if they regularly help with visits, are assisting with a residential visit, or are likely to be in sole charge of a young person under 18 on a one-to-one basis.

### **Special Educational Needs**

Gwenllian Education Centre caters specifically for children and young adults with special education needs. All school staff are experienced and able to meet the needs of our pupils.

The educational needs of our pupils will be considered when planning all educational visits.

### **Medical issues**

Relevant medical information is maintained by the group leader when attending educational visits, including, if necessary, any medication.

This will be managed by the group leader following school procedures for the management of medication.

### **Mobile phone protocol**

In the event that our pupils are able to benefit from the possession of a mobile phone, then clear instructions should be given to young people if the decision is taken for them to take phones. Mobile phones can be a useful link between a student and parents.

Staff will be encouraged to carry a mobile phone when attending educational visits, to maintain contact with other staff and school if necessary.

Staff are however reminded of the school guidelines regarding the use of mobile phones when at work. See staff handbook.

### **Consent from parents**

The relevant permission form will need to be signed by parents relating to the visit. Parents will be given adequate information regarding the trip to ensure they can make an informed decision.

Parents are encouraged to contact the school to discuss the educational visit in detail, if required.

### **Behaviour management**

Behaviour plans and positive handling plans are in place for pupils at Gwenllian Education Centre. These plans also relate to educational visits and need to be considered when planning and risk assessing educational visits, ensuring staffing levels and places of visit are suitable.

### **First Aid**

All school visits will have a First Aid qualified staff member as part of the supervisory adults.

#### **The minimum first aid provision is:**

- A suitably stocked first aid box
- A person appointed to be in charge of first aid arrangements
- A key member of the staff group (group leader or deputy leader) to be responsible for student medication.

First aid should be available and accessible at all times. If a first aider is attending to one member of the group, there should be adequate first aid cover for the other students. The Head Teacher (EVC) should take this into account when assessing what level of first aid facilities will be needed and the Group Leader should also take this into consideration if assigning adults into 'sub-groups'.

## **Supervision**

Staff will engage in near supervision at all times. This means all pupils will be in clear view of at least one member of school staff in the day time (except when a student is using a 'bathroom' or such facilities, when there will be adults just outside the facilities). At no time will pupils be allowed to 'go off' without a supervising adult. During night time, (on residential visits) pupils will be adjacent to staff bedrooms and all communicating doors will be unlocked.

**It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visits. The factors to take into consideration include:**

- Sex, age and ability of group
- Nature of activities
- Experience of adults in offsite supervision
- Duration and nature of the journey
- Type of any accommodation
- Competence of staff, both general and on specific activities

There should always be enough supervisors to cope effectively with any emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

All staff must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require close supervision, such as those with medical needs or those with challenging behaviours.

Whatever the length and nature of the visit, regular head counting of pupils should take place at regular intervals – although total reliance should never be placed on 'head counting' alone. Supervisors of the groups should not only 'head count' but should also either roll call name (not fixed roll call, but talk to each individual) or make eye contact with each student on a regular basis. Head counts should be every 2 minutes or less when in the 'open' (not in a room or on a coach, etc). The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

## **Preparing Students**

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.

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

Prior to the educational visit, pupils will be given all relevant information (see below) as far as possible and in an accessible format.

## **Participation**

Pupils should be 'assessed' to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they are uncomfortable with participating in.

Pupils whose behaviour is such that the group leader/s is concerned for their, or others safety, should be withdrawn from the activity. On residential visits the group leader/s should consider whether such pupils would return home early, in which additional school staff may be asked to collect them from the venue.

## **Information**

It is for the Group Leader, to decide how to provide information to students, and to endeavour to ensure pupils have the required knowledge, when possible.

### **Where applicable, pupils should understand:**

- The aims and objectives of the visit/activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- Why safety precautions are in place
- Why special safety precautions are in place for anyone with disabilities
- What standard of behaviour is expected from pupils
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures
- Rendezvous procedures

Ideally there should always be a whole group briefing sessions for pupils participating in residential visits, where they will be informed of roommates, group supervisors, etc., in addition to the above information. On single day visits, it is enough for individual staff to brief their pupils as appropriate.

## **Transport**

Pupils attending educational visits will be transported in our own minibuses. All minibuses carry adequate insurance, and are taxed and have a valid mot certificate. It is the group leaders and driver's responsibility to conduct a vehicle inspection on the day of the visit to verify the roadworthiness of the vehicle on the day of the visit.

Vehicles have breakdown and recovery cover, carry fuel cards and the group leader is responsible for ensuring relevant additional documentation, first aid kits, medical information and contact information are taken onto the bus for visits.

No pupils will be transported in personal vehicles. At times, it may be considered to utilise public transport. This will need to be risk assessed at that time.

## **Inclusion**

The Head Teacher (EVC) will not exclude pupils from any visits unless there are compelling reasons for doing so. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Accessibility for all will be a primary factor in choosing the types of educational visits for students. Special attention will be given to appropriate supervision ratios and additional safety measures, if required, will be addressed at the planning stage.

## **Outdoor adventure activities**

In the event the school consider participating in any outdoor adventure activities, the school will review its policy to accommodate these visits.

## **Emergency procedures**

Serious accidents and incidents during educational visits are extremely rare. Statistically, young people on educational visits are less likely to have an accident than when in school or in their own homes.



But occasionally accidents can and do happen, even on well-led and organised visits, and emergency procedures are therefore an essential part of planning for any visit. Careful emergency planning can mitigate the trauma of being caught up in a serious incident. On such occasions leaders may need the support, advice and management skills of the Head, Directors and placing Local Authorities.

As employees, teachers in charge of young people during a visit have a duty to keep the young people in their care safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

### **Emergency procedures framework**

All those involved in the visit, including leaders, young people and parents/carers, should be informed about relevant sections of the emergency procedures in place for the visit (as a minimum what they are expected to do in an emergency).

One or more base emergency contacts should be identified. This will often be the Head, Senior teacher or other senior member of staff. They must have the authority to make significant decisions and should be able to respond immediately at the school to the demands of the emergency.

Emergency contacts must provide 24 hour per day access by telephone. Their function is to act as a first point of contact with the group and to alert the Head and/or Directors and the LA when appropriate.

Heads and group leaders should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

Emergency contacts must have:

- office and home telephone numbers of company directors.
- a full list of names, addresses and telephone numbers of parents/carers of all young people and the next of kin of all adults on the visit.

An identical list needs to be taken on the visit by the visit leader. Where parents/carers are away from home during the visit, or where there is no home telephone, alternative emergency contact arrangements must be made for such young people;

It is good practice for the visit leader to agree an emergency action plan/procedure that sets out clear roles for the visit leader, school/centre emergency contact, Head e.g. managing media interest, supporting parents/carers of an injured young person, transport arrangements etc.

All adults who will be supervising young people during the visit should be briefed on relevant sections of the emergency procedures and should know the location of the nearest accident and emergency hospital, and the emergency services telephone numbers of the country they are visiting.

Medical information pertinent to emergency hospital treatment should be obtained on the Parent/Carer Consent Form.

One copy of this form for each young person in the party should be carried by the visit leader and another by the supervising teacher or by the young person, if of an appropriate age.

Where travel by minibus is involved it is important to have a copy of Emergency Contact names and telephone number/s kept in the vehicle.

A written summary of these Emergency Procedures should be carried by the visit leader.

The Head should check that independent providers/contractors have adequate emergency support procedures, and that these will link to school/centre and LA emergency procedures.

## Who will take charge in an emergency?

**The group leader** would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The visit leader should liaise with the representative of the independent provider if one is being used.

**Specialist instructor or guide:** Where the group are in the expert care of a specialist instructor or guide this person will normally be responsible for returning the group to a safe environment where the visit leader would be able to resume charge.

**The emergency contact:** The emergency contact's main responsibility is to link the group with the school/centre, the parents/carers and the LA (where appropriate), and to provide assistance as necessary.

## Emergency procedures framework for those on the visit

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

### Control and supervision of the group:

- Establish the nature and extent of the emergency as quickly as possible;
- Account for ALL group members (head count) and, if possible, make sure they are safe and looked after;
- Safeguard the uninjured members of the group and ensure they are adequately supervised at all times and kept together;
- Establish the names of any casualties and get medical attention to them as soon as possible;
- Ensure all group members who need to know are aware of the incident and that all group members are following the emergency procedures (including staff);
- Ensure that the injured are accompanied to hospital wherever possible by an adult known to them, ideally a teacher/school staff.
- Notify the police if necessary.

### Information and communication

- Alert the school emergency contact with precise details as soon as practical. Details should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents/carers can be reassured; action taken so far; action yet to be taken (and by whom);
- Do not release names of involved or injured participants other than to official sources such as police, medical services.
- Ensure relevant telephones are staffed and log all calls.
- Restrict access to telephones until your Emergency Contact at base has been alerted, with precise details.
- It is common for media reporting to be muddled and inappropriate following an incident. To avoid this, leaders and group members must avoid any direct dealings with the media. Media enquiries should be referred to a designated media contact in the home area. Media response to a major incident is often immediate; depending on location leaders should expect and be prepared for media attention, possibly before the emergency services arrive;
- No-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from their LA (or equivalent employer).

### Administration

As soon as possible:

- record all **facts** relating to the incident: time, date, those involved, what happened, witness details;
- preserve any vital evidence;
- maintain a record of subsequent events;
- keep receipts for any expenses incurred – insurers will require these;
- follow LA accident reporting procedures;
- notify the insurers.

## **Emergency procedures framework for emergency contact**

The main factors for the emergency contact to consider include:

- checking that the visit leader is able to manage the emergency or whether they need additional assistance e.g. from emergency services or from the home base;
- contacting parents/carers. The emergency contact should act as a link between the group and parents/carers. Parents/carers should be kept as well informed as possible at all stages of the emergency;
- liaison with the LA and/or governing body. The emergency contact should act as a link between the group and the LA and/or chair of governors and arrange for the group to receive assistance, if necessary;
- in the event of a fatality, contact should be made with the police;
- liaison with media contact (currently Rebecca Hipkiss – Executive Director) If a serious incident occurs, the emergency contact should liaise with the designated media contact as soon as possible;
- the reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

## **Trial and review of emergency procedures**

Procedures should be trialled periodically to check that they are effective. They should also be reviewed regularly with the help of people from all agencies involved in any incident.

## **After a serious incident**

Immediately following a serious incident, it is highly likely that group members and staff will be in a state of shock. It is therefore important to ensure their well-being and to provide them with security and protection from media attention.

All involved may need help in coping with possible shock and trauma, which may last for many weeks. Support and counselling may be necessary.

Professional advice may need to be sought on how to help individuals and the school/centre as a whole to cope with the effects of a tragedy.

## **Reporting accidents and incidents**

Schools/centres should follow local school/centre and LA procedures for reporting accidents and incidents.

The Company Directors, Head Teacher and group Leader will monitor incidents and accidents in order to identify what consequent action may be necessary to limit recurrence, including further training for visit leaders/amendment of procedures.

## **Investigation of serious incidents**

A serious incident would include the fatality of a young person or adult but might also include serious injuries (those that in the UK are reportable under the Reporting of Injuries, Diseases or Dangerous Occurrence Regulations (RIDDOR)) and incidents where no serious injury occurred but where the risk of injury was high.

When a serious incident has taken place on an educational visit, the police will generally investigate until they are satisfied that there has been no crime. In the UK this may also involve the Health and Safety Executive. Schools and Local Authorities should be aware that this can be a very lengthy process, often lasting months, and can be a very distressing period during which little if any information about the incident is released.

## **Review of the visit**

The importance of an appropriate review cannot be over emphasised. One of its main purposes is to identify strengths and weaknesses of arrangements so as to improve the organisation of future visits.

Time to carry out the review should be built in during the early planning stages, otherwise pressures on return to the school/centre might over-ride this vital aspect.

The scale, nature and outcome of the visit will determine the scope and structure of the review. If possible, the review should be carried out with all staff who were on the visit. Ideally the views of the young people should form part of the review.

A review of the successes and problems of the visit, as a minimum, should be made for every visit.

Risk assessments should be updated if required in the light of any incidents.

### **Accident and incident records**

The group leader should follow school/centre procedures in the unlikely event of an accident/incident recording. These records should be kept on file in the school/centre.

### **What records does the school/centre need to keep?**

Litigation claims relating to educational visits are rare but can potentially be made up until the young person reaches age 21 (or, for adults over the age of 18 years, for a period of 3 years after the visit).

Schools/centres should therefore keep sufficient records to help them to demonstrate that visits have been organised and led competently. To minimise paper work it is recommended that schools/centres retain the following basic information for any individual visit (or series of repeated visits):

- The risk assessment for the visit
- List of young people and staff on the visit
- Programme of activities that took place on the visit
- Evaluation of the visit

If (and only if) there has been an accident/incident on the visit, schools/centres should also file:

- Accident/incident form and any related report / witness statements / follow-up actions
- A copy of the information sent to parents/guardians
- A copy of the completed parent/guardian consent form(s) for the injured young person

### **Information relating to specific visits**

#### **Coastal Visits**

Group leaders and other staff should be aware that trips to or by the sea represent a number of dangers quite apart from those incurred in swimming.

#### **The group leader should bear the following points in mind in the risk assessment of a coastal activity:**

- Choose a beach with lifeguards on duty
- Ideally choose a beach which has won a cleanliness award
- Notify the lifeguards (if possible) of the pupils and give them a general awareness of any needs they may have
- Tides and sandbanks are potential hazards so timings and exit routes should be checked
- Ensure group members (including students, as far as they are cognitively able) are aware of warning signs and flags
- Establish a base on the beach to which members of the group may return if separated
- Look out for hazards such as glass, barbed wire and sewage outflows etc.
- Some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds and make this absolutely clear to the students

## **Swimming**

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a student group. Swimming in the sea on a coastal visit, will NOT be allowed. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas, which have close surveillance. Pupils should always be in sight of their staff member. One staff member will always stay out of the water for better surveillance and this role will be on a rotational basis of every 30 minutes.

Where paddling is to be allowed on a visit, a high ratio will be required. Adults participating in the paddling activity will stand with their backs to the sea, forming a 'barrier/boundary' that pupils will be informed not to cross, enabling both the staff and member on surveillance duty on the beach and the adults in the water to have the pupils between them at all times.

## **Farm Visits**

The Gwentlian Education Centre recognises that farms can be dangerous even for the people who work on them. Taking pupils to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections. The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

### **Pupils will not be allowed to, and staff will ensure that pupils do not:**

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

## **Monitoring and Review**

We are aware of the need to review the school's Educational Visits policy regularly so that we can ensure that it reflects the current arrangement required by all who access our services. This also may include changes to the physical environment of the school.

**Parent/Carer Consent Form – Routine Off-Site Visits**

**Your child's name:** \_\_\_\_\_

I hereby agree to my child participating in standard visits off the school/centre site, but within the County or neighbouring area. These visits might include the following, or similar, activities and take place at the named locations:

Activity	Location

**I understand that:**

- such visits will normally take place within the normal hours, but that if, occasionally, they are likely to extend beyond this, adequate advance notice will be given so that I may make appropriate arrangements for my child's return home;
- my specific permission will be sought for any visits beyond those listed above or which could involve commitment to extended journeys or times, expense or adventure activities;
- all reasonable care will be taken of my child during the visit;
- my child will be under an obligation to obey all directions given and to observe all rules and regulations governing the visit and will be subject to all normal school/centre discipline procedures during the visit;
- I must inform the school of any medical or psychological condition or physical disabilities that may affect them during the visit;
- all young people are covered by the Reflect Education's third party public liability insurance in respect of any claim arising from an accident caused by a defect in the school premises or equipment or attributable to negligence by the Company or one of its employees. Please note that this insurance policy does not include personal accident or personal belongings cover.

**Full name of parent/guardian:** \_\_\_\_\_

**Signature of parent/guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_ **Tel:** \_\_\_\_\_

**Parent/Carer Consent - One-off Visits or Occasional Educational Visits**

**To be completed for participants less than 18 years old and distributed with an information sheet/letter giving details of the visit.**

School/Centre: \_\_\_\_\_

Visit/Activity: \_\_\_\_\_

Venue: \_\_\_\_\_

Dates: \_\_\_\_\_

Your child's name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

a) Does your child have any medical conditions that may affect him/her during the visit?	<b>YES / NO</b>	If yes, please give brief details:
b) Please give details of any allergies (including allergies to medication):		
c) Please list any types of non-prescription medication or lotions your child may <b>not</b> be given:		
d) Please give detail of any special dietary requirements of your child:		
e) Please detail any recent illness or accidents suffered by your child that staff should be aware of:		
f) Has your son/daughter been in contact with any contagious or infectious disease or suffered from anything in the last 4 weeks that may be contagious or infectious?	<b>YES / NO</b>	If yes, please give brief details:
g) When did you son/daughter last have a tetanus injection?		
h) Please indicate your child's swimming ability:		

**Your Contact Details:**

Telephone Home: \_\_\_\_\_ Work: \_\_\_\_\_

Mobile: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

**Alternative Emergency Contact:**

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

**Family Doctor:**

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

**Declaration:**

- Having read the information sheet, and having understood the level of supervision to be provided, I agree to my child taking part in the activities described.
- I understand that all reasonable care will be taken of my child during the visit/activity and that he/she will be under an obligation to obey all directions and instructions given and observe all rules and regulations governing the visit/activity.
- I understand the code of conduct for the visit and the sanctions that may be used if my child breaks this code of conduct. I have discussed the code of conduct and sanctions with my child.
- I understand that if my child seriously misbehaves or is a cause of danger to him/herself or to others, then I may be asked to collect him/her or he/she may be brought home early from the visit/activity.
- In such a situation there will be no obligation on the school/centre to refund any money.
- In an emergency I agree to my son/daughter receiving medication and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.
- I understand that activity images may be used for educational and/or promotional purposes.
- I understand the extent and limitations of the insurance cover provided.

**FULL NAME OF PARENT OR CARER (print please):** \_\_\_\_\_

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**To be completed by the young person:**

I understand that, for the safety of the group and myself, I will obey the rules and instructions of members of staff.

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_





### **Guidance for Educational Visits**

Before any department/classes participate in any off-site educational visits, the following steps need to be undertaken:

1. Fill in a proposal form and submit to Deputy Head / Head Teacher
2. Wait for initial approval. Once approved:
3. Write risk assessment
4. Write consent form
5. Submit forms to Deputy Head / Head Teacher
6. Wait for approval. Once approved:
7. Send consent form to parents (2 weeks before)
8. Staff read and sign risk assessment
9. Submit copies of all completed paperwork to the teacher who will submit to the office

No pupils will be permitted to take part on the trip if a consent form is not returned to school

Proposed visit checklist (to be done day before visit)

- 'Going out' bag to be checked to make sure all required items are present.
- Any medication required placed into 'going out' bag.
- Diesel on allocated buses needs to be checked.
- Seat belt clips allocated if required.
- Any spare clothes required placed in bag.
- If nappies are required, these should be placed in bag.
- Pupil consent forms placed into the bag.

Teacher signature: \_\_\_\_\_

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

**This form needs to be completed and approved prior to all educational visits.**

Name of Visit:			
Purpose of Visit:			
Breakdown of Cost: (include total cost)			
Group Leader:			
Location Address:		Start and end date and time:	
Activities that will take place:			
Mobile phone number (s) carried (include colour of phone(s):		Transport Required:	
Names of school support staff:			
Emergency contacts for pupils:	Name	Number	
Special Medical / Behavioural Needs	Names	Need	

**For completion by the headteacher**

Request suitable for educational purposes?	Yes / No	Date:
Risk Assessment Checked and Completed and Signed by Staff?	Yes / No	Date:
All consent forms signed by parents?	Yes / No	Date:
Buses Allocated?	Yes / No	Date:
Correct Ratios Allocated inc. additional staff?	Yes / No	Date:
Phones allocated?	Yes / No	Date:
Visit Approved?	Yes / No	Date:

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

