



## EDUCATIONAL VISITS FRAMEWORK

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## **Section 1 – Framework**



## **Vision Statement**

Avanti Hall School aims to offer a broad and balanced range of exciting and stimulating educational visits. The opportunities have a positive impact on raising standards, as well as allowing our pupils the opportunity for growth as individuals and demonstrate respect, integrity, courage, humility, empathy, gratitude and self-discipline.

They serve to:

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

Avanti Hall School is committed to providing all students, including those with special needs, opportunity to experience enriching educational visits, which may include residential visits.

Avanti Hall School, as a new school, has the intention of ensuring educational visits are essential additions to our curriculum. All members of the school community (students, staff, parents and the SW Board of Trustees) have a right to be informed of the many and varied opportunities available and should anticipate a broad, balanced and exciting offer. Students will not be barred on financial grounds from any courses/visits considered a necessary part of the curriculum. When additional funding is necessary, the school will endeavour to source appropriate funds.

Visits should be consistent with the aims of the school and be fully researched, approved, clearly targeted and reviewed.

Visits can lead to pressure (on parents' purses) and stress (on staff and students). All visits should follow an agreed pattern, to be part of the school calendar and of the annual planning schedule.

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

We also recognise that the selection of appropriate venues that can enhance the experience and enjoyment without compromising the health and safety of those who are involved, are crucial to the success of the visit. Equally crucial in the success of educational visits is the need to involve parents and to gain from their support and enthusiasm.

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

## **Educational Visits Coordinator (EVC)**



The primary functions of the EVC are to:

- co-ordinate and oversee all issues and controls regarding educational visits
- liaise between all appropriate parties during the planning and organisation.

This includes the need to ensure that the requirements of this policy are carried out and that any problems or difficulties in meeting these requirements are reported.

In particular, the EVC has responsibility for:

- ensuring that any systems and procedures laid down for dealing with educational visits and the selection of suitable persons and organisations involved
- follow the principal requirements of this framework and are ensure they are fully in place prior to the commencement of any educational visit.

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

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

### **Purpose of the Framework**

- To ensure that the purpose of any educational visit is clearly understood and is the focal point for any arrangements made.
- To ensure that all visits have prior approval before going ahead.
- To not exclude any student with protected characteristics as defined by the Equality Act (2010).
- To ensure adequate provisions and arrangements have been included for all students with special needs during educational visits.
- To categorise each educational visit and to plan and organise accordingly. (Note: visit categories are summarised at the end of this policy document.)
- To co-ordinate all educational visits through our appointed Educational Visits Co-Ordinator (EVC).
- To ensure a suitable Trip Leader is appointed for each type of visit, irrespective of the nature and duration.
- To ensure that any selected Trip Leader has the relevant qualifications (where appropriate), skills, experience and abilities suitable for the responsibilities placed upon them.
- To select only appropriate venues and locations that are well-known and/or have been adequately assessed beforehand.
- To select only competent persons for supervisory roles and to ensure they have been suitably vetted and cleared in line with the school's safeguarding procedures.
- To select only competent and assessed travel and/or tour operators for means of transportation to and from venues and locations.
- To arrange educational visits only where the risks have been assessed and reduced to as low as reasonably practicable beforehand.



- To provide effective levels of supervision at all times appropriate to the numbers and age group(s) of the students.
- To ensure that all parents are fully informed of any plan to organise an educational visit and that formal consent has been obtained beforehand.
- To assist, wherever possible, those parents who may have difficulties in meeting all the costs of any specific visit.
- To exclude those whose behaviour represents a threat to the health and safety of themselves and those around them.
- To ensure that trips that are compulsory trips/fieldwork as a statutory part of the course have staff cover costs supported by whole school.

### **The Arrangements**

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

- A comprehensive risk assessment system and procedure to identify risks to the health and safety of all those who attend an educational visit and to determine the necessary precautions required to adequately control the risks
- A set of procedures to be followed in the event of an emergency or any unpredicted event that may threaten the health and safety of anyone during the visit (see end of this document).
- A reporting procedure for any accidents or incidents that may occur on the educational visit and for observed conditions that may lead to such incidents
- A system for providing feedback on the experiences of all educational visits that enables improvements and enhancements of future visits to be considered.
- First aid provision and trained first aiders appropriate to the assessed needs of any educational visit (all trips must have first aid cover).
- Adequate insurance arrangements appropriate to the nature of the visit covering (where appropriate):
  - Luggage and equipment
  - Accident and medical cover
  - Cancellation
- Provision of relevant, more detailed and updated internal guidelines, checklists and procedures to ensure a safe and successful visit (in this policy).
- Checklist systems to ensure the following are accounted for:
  - Names of all students on the visit and accountability during the visit
  - Emergency contact details of parents
  - A list of provisions and equipment required for the visit, including specific medical and first aid provisions
  - Itineraries and schedules for all proposed travel and activities
  - Appropriate and adequate provision of information and instruction to all those who require them
  - Appropriate mobile communication methods, systems and equipment



- Additional specific requirements based on the nature and location of the visit
- The assessment and provision of a licensed transport provider and adequately maintained transport vehicles wherever and whenever required.
- The assessment of appropriate modes of travel and provisions for alternative arrangements in the event of an emergency

#### **Responsibilities of the Educational Visit Leader**

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

#### **Assistant Leader/Teaching staff involved**

1. Support the Visit Leader in all requirements and follow instructions.
2. Support the planning of the educational visit.
3. Look out for the health and safety of themselves and those around them and for whom they also have appointed responsibility.



4. Assist in general control and discipline requirements.
5. Inform the Visit Leader of any concerns, observed or otherwise.
6. Do not to force students to partake in any activities during the visit that they may not wish to do.
7. Act as Visit Leader (as directed by Visit Leader) in event of the Visit Leader becoming incapacitated or needing to delegate responsibility.

### Parents/Carers

1. Must provide emergency contact details prior to the educational visit.
2. Sign and return a consent form by the stated closing date with the understanding that failure to do so will mean their child(ren) will not be able to participate in the visit.
3. Provide any relevant information known to them regarding the (current) health of their child.
4. To disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned.

### Students

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

### Training

The following training will be undertaken by the organisation:

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

### Summary of educational visit categories:

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

**Category B:** A visit to a venue that may require significant travel outside the locality and/or may be a rarely visited venue, but is still assessed as low risk.

**Category C:** Any type of visit in the UK that requires residential accommodation for one or more nights, assessed as low risk.



Or visits abroad that require residential accommodation for one or more nights, assessed as low risk.

Or high risk activities in the UK, (residential or not). High risk activities abroad, residential or not.

**Examples of high risk activities:**

- All action adventure activities
- Field work

## Section 2 - Accountability

### The Educational Visit Co-ordinator (EVC)

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

### Visit and Activity Leaders

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

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

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

- The officially approved and designated Visit/Activity Leader should be: Accountable (being accountable implies being an employee, or legally contracted - and thus part of a chain of specified roles and responsibilities.)
- Competent/Confident (a leader who is not confident may not be effective). Competence requires that the leader can **demonstrate the ability to operate to current standards of recognised good practice** and the following indicators of competence should be in place:

### Appropriate knowledge and understanding of:

- LA guidance reinforced by formal training
- School procedures reinforced by the Educational Visits Policy
- The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. first aid, adventure activities leadership/coaching award

Where a Visit Leader or Assistant Leader plans to provide their own **adventurous activities** to young people or vulnerable adults, it is recommended that competence is externally and credibly verified.



**This can be achieved by:**

- holding a current NGB leadership award (or equivalent)  
**or**, if working in an outdoor centre or similar
- through a “signing off” process by an Employer-approved technical adviser

A Visit/Activity Leader **must** follow Employer guidance and school policy and procedures

A Visit/Activity Leader **must** ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis

A Trip/Activity Leader **must** ensure that the roles and responsibilities of other staff (and young people) are properly defined and communicated, ensuring effective supervision. To access a full explanation of the expectations and responsibilities attached to the role of Trip or Activity Leader.

**Common Law Duty of Care and Effective Supervision**

When one person takes on responsibility for another, they take on a legal “Duty of Care” to ensure that those being looked after are kept safe from harm. Where a non-specialist or non-professional adult (the person traditionally described in Common Law as “the man on the Clapham omnibus”) takes on responsibility for young people, the legal expectation of the standard of care is described as that of a “reasonably prudent parent”. However, when the adult taking on the duty of care has specialist knowledge and/or is working in a professional or employment context, then the law expects a higher standard of care, usually described as the over-arching “Higher Duty of Care”.

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

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

**Staff competence and experience requirements**

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



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

When using a third-party provider, the Visit Leader is responsible for checking Risk Assessments, DBS/insurances (including Public Liability which must be £5,000,000 or above), Fire Procedures, Leadership Qualifications and experience.

Providers that hold LOTC/AAL/Adventure Mark badges are pre-validated by Governing Bodies and therefore do not need checks done eg Skern Lodge Activity Centre in Bideford or the National Marine Aquarium in Plymouth.

## Section 3 – Visit Approval Criteria

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

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

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

### Procedures

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

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



Please note:

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

### Planning a Visit

In order to allow for sufficient time for a visit to be organised, the following should be submitted to the EVC at least **3 months in advance** (6 months in the case of residential or overseas visits). Approval for the visit will be based on the information given and should therefore be as detailed as possible and include:

1. An initial proposal that includes a full costing (costs of visits cannot include the cost of cover)
2. Appropriate risk assessments and standard operating procedures (attached after approval). Specific and general risk assessment is required.
3. All EV paperwork and Provider Form (if required)
4. Names submitted to Finance – permission to go, medical information, contact details & payments can all be collected.

### A Typical Trip plan example:

1. Submit a Visit Proposal Form to EVC, including full costing of the visit
2. After approval, send letter to students/parents/carers
3. Submit trip group names to Reception staff, Attendance Officer, SENDCo and Designated Safeguarding Policy.
4. Reception staff to collate all payment, consent and medical forms and coordinate the sending of reminders to parents/carers if required.
5. Submit transport/venue/other Risk Assessments to EVC
6. Complete Evolve, ready for sign off by EVC.

Please note:

For visits over 24 hours/residential, please contact EVC for latest advice on relevant forms.

### Visit Planning

Staff are to follow the **S.T.A.G.E.D.** approach to planning for an educational visit

**Staffing** – staff experience, competence and knowledge of the group are essential in planning a visit and a Visit Leader must consider this in making their plans.

**Transport** – Different methods of travel will come with different challenges and must be considered during the planning phase.

**Activity** – Consideration of each activity and measures to control risk are essential.

**Group** – The ability of the students must be considered to decide if an activity can be completed.

Inclusivity for students going on visits is essential at Avanti Hall School.

**Environmental factors** – Different locations may require different approaches during the visit.

**Distance** – Greater distance from school will require more enhanced risk assessing and planning



## Communications

Information should be given to students/parents only **AFTER** approval has been given. An initial letter to parents should:

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

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

### **Future correspondence must include:**

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

### **For overnight and all visits abroad, correspondence must include:**

- details of a briefing meeting for parents where the itinerary and standards of behaviour are explained

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

## Section 4 – Health and Safety

At least **one** appropriate accompanying adult must be trained in First Aid and in the treatment of anaphylactic shock if appropriate.



It is the **Visit Leader's responsibility** to check that all essential medications have been taken e.g. Epipens, asthma inhalers etc.

It is the **pupil's responsibility** to bring labelled medication and present it to one of the adults supervising the visit e.g. travel sickness medication. If any medication is taken it should be recorded on the Administration of Medication Form (section 12). If an accompanying adult considers that medical treatment necessary, s/he may contact parents/carers for advice and consent in minor cases. If in doubt the student should be referred to a doctor.

**Administration of Controlled Substances** eg Ritalin

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

On residential visits, students and staff must be familiar with fire and emergency procedures.

**During a visit, the Visit Leader** retains a 'Higher Duty of Care' for the group at all times. In delegating supervisory roles to other adults, it is good practice for the Visit Leader to:

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

**It is good practice for each Assistant Leader to:**

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



- monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- be competent in the techniques of group management
- ensure that young people abide by the agreed standards of behaviour clearly understand the emergency procedures and be able to carry them out; know how to access First Aid

**Each pupil should:**

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

**During a visit ALL participants will:**

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

**After the visit, the Visit Leader will:**

- ensure that the post-visit evaluation form is completed, ensuring areas of improvement are identified and any “near misses” are highlighted which will allow for improving practice in visits across the school.
- ensure that all staff from the visit complete their own evaluation form. These must be completed on their own and not as part of a group submission.
- ensure that pertinent information acquired from or about the visit or about the visit or activity is drawn to the attention of the EVC and shared with colleagues for consideration in the planning of future educational visits and activities
- when necessary, ensure an accident/incident form is completed and sent to the EVC

Please note:

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

**Supervision**

**Staff – Student ratios**



The only legal ratio is for Early Years where a ratio of 1:8 or 1:13 (depending on ages and staff experience and qualification).

All other ratios are dependent on staff planning of visits based on STAGED approach.

Ratios could be increased or lowered, depending on staff experience and age and ability of students attending. However, as an advisory base, the following ratios should be seen as a starting point in the planning. Ratios must always been signed off by the EVC prior to travel.

Abroad visit	1:10
UK Residential	1:10
UK non-residential	1:15

Pupils must understand key safety information including expected standards of behaviour, what to do if they become separated or if there is an emergency.

Where there is going to be remote supervision, e.g. free time, students must:

- be judged competent in remote supervision
- be in groups of no less than 4 who must remain together
- be given a specific return time and meeting point
- be told how and where a member of staff can be contacted at all times in case of emergency
- 'Report in' regularly for a head count if remote supervision is likely to be for a prolonged period

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

### **School Visits and Overnight Stays (Information regarding trans students)**

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

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

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

There are countries that are not as legally and culturally open as the UK. In fact, some have laws that make it illegal to be part of the transgender community, therefore if planning an overseas visit, you should consider and investigate the laws regarding transgender communities in the country you are



visiting. The International Lesbian and Gay Association (LGA) have more information on their website about countries that pose a risk to transgender individuals.

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

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

### **Recommendations**

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

## **Section 5 – Extra-curricular Clubs**

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

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

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

A single member of staff may supervise a sports team. Adults other than teachers (AOTTs) may act as additional supervisors. However, a DBS check must be completed if staff anticipate that supervisors will be left alone with students or will be supporting events on a regular basis.

The Visit Leader for each fixture visit should take:

- a school mobile phone
- medical information
- copies of consent forms and emergency contact details for each student
- a first aid kit, ensuring that an approved adult is available to administer First Aid

## **Section 6 - Transport, including mini-buses and private cars**

The Visit Leader is responsible for ensuring that:

- transport is hired from a reputable company;



- there is adequate supervision;
- seat belts are worn
- staff and students are aware of what to do in an emergency, e.g. evacuation routes, assembly points.

All drivers of school mini-buses, including parent volunteers, must:

- have a LA permit, which expires after 5 years.
- be over 21. Drivers, aged 21-24, may require additional insurance.

In addition:

- All persons in the mini-bus must wear a seatbelt.
- Drivers must check the bus before departure and they must ensure that their total working day, including driving time, does not exceed 10 hours.
- Drivers must not drive for more than 1 hour 40 minutes in any period of 2 hours.

Teachers, and others who drive students in their own cars, must:

- have the appropriate licence and insurance cover for carrying students and must therefore contact their insurance companies to make suitable arrangements.
- ensure the car used for transporting students has a record of being roadworthy, serviced, taxed with valid MOT.
- Complete a Private Car form which is handed to the EVC.

Volunteer drivers, e.g. parents, not employed by the school, must also fill out the Private Car form and submit it to the EVC for approval. For regular volunteers, this must be done annually to check for endorsements. Supervising adults should not be put in a position where they are alone with a student. Any volunteer driver, who might be left with a student at any time, must have also had a DBS check completed. Volunteer Risk Assessments must be completed for all volunteers and must be sent to, and approved by, the EVC and HR.

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

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

Staff on residential trips should liaise with the Site Team if parking their vehicle on the school site for the duration of the visit.

## Section 7 – Checklist for leading an educational visit

Day trips	Residential
<ul style="list-style-type: none"> <li>• Details of venue</li> <li>• Nature of activity on offer</li> <li>• If Outdoor Activity / Education Centre, has it been checked for suitability?</li> <li>• Available dates, including alternatives, times (must not return late (10:00) without SLT consent</li> </ul>	<ul style="list-style-type: none"> <li>• Accommodation details</li> <li>• Nature of activity on offer</li> <li>• If Outdoor Activity/Education Centre, has it been checked for suitability?</li> <li>• If accommodation other than above, e.g. hotel abroad, have premises been vetted, e.g. by Travel Company?</li> <li>• Available dates, including alternatives</li> <li>• Insurance</li> </ul>



<ul style="list-style-type: none"><li>• Insurance</li><li>• Are staff qualified to lead activities?</li><li>• Costs, e.g. entrance fees, transport, activities, meals, hiring equipment</li><li>• Cover requirements and costs</li><li>• Suitability for those with physical disabilities e.g. lifts, toilets</li><li>• First Aid provision. Are suitably qualified staff available to meet the needs of students?</li></ul>	<ul style="list-style-type: none"><li>• Are staff qualified to lead activities?</li><li>• Costs, e.g. entrance fees, transport, activities, meals, hiring equipment</li><li>• Cover requirements and cost</li><li>• Suitability for those with physical disabilities e.g. lifts, toilets</li><li>• First Aid provision. Are suitably qualified staff available to meet the needs of students e.g. diabetic students?</li></ul>
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Allow plenty of time for planning. Allow at least three months for most day visits (six months if children with physical disabilities are involved and a minimum of six months for residential visits). Same day visits e.g. to the theatre, may need less time than this.

1. Discuss the idea for the visit with your Head of Faculty/Department or Learning Manager. Contact Learning Support regarding potential issues for SEN students
2. Make initial enquires with the company/venue re:
  - A **provisional booking** at this stage may be advisable
3. Complete and submit to Head of Faculty copies of
  - Trip Proposal forms
  - a Budget Form
  - Risk Assessments
  - a draft letter to parents/carers (see Visits Policy for exemplar)
4. If approved, inform students and parents/carers of the visit, asking for reply slips from those interested.
5. Arrange which students are going and send out letters that:
  - confirm places asking for deposits/payment in full where applicable
  - asking for consent form to be completed and returned. The Visit Leader should retain these.
  - (For visits abroad) ask for details necessary for a Collective Passport and to remind parents to acquire NHS card EHIC.

It is suggested that you also keep a copy of the passport details and cross check names with any tickets.

6. Confirm any booking(s) in writing with a receipt for any payment in advance. Payments are to be arranged through the EVC. Arrange with the EVC **at least** 7 days in advance if you require cash/cheques from the relevant account to make necessary payments, e.g. entrance fees or contingency fund.
7. Arrange a briefing for parents/carers if required.



8. Request balance of payment if applicable.
9. Ensure **all** staff involved have submitted cover requests to the Cover Manager.
10. Arrange necessary first Aid provision and any necessary medication, e.g. Epipens, extra inhalers, controlled medication with administration form.
11. Ensure that students and parents are fully aware of the itinerary, equipment required and expected standards of behaviour if this has not already happened at the briefing meeting, e.g.
  - Use of meeting points
  - Out-of-bound areas
  - What to do in an emergency
  - Dress code
  - Responsibility for own property
  - Water/sunscreen/hat for outdoor summer activities
12. Parents/Carers should also be provided with the addresses and contact numbers of the accommodation, group mobile phone number, the Base Contact and the Travel Company if applicable. If the visit involves a large number of students, you may wish to create a 'telephone tree' to be used to pass non-emergency information to parents/carers quickly e.g. a significant delay anticipated returning. Please ensure that parents/carers provide a number, which they agree to have made public.
13. Arrange for a list of participants names to go into the staff rooms, to the Attendance Officer and to relevant teaching staff in good time in order that teaching staff are aware of the reason for pupil's absence.
14. For visits abroad, make a photocopy of each pupil's passport and EHIC before departure.
15. For all visits involving an element of remote supervision, pupils should carry emergency contact names and numbers, e.g. Visit Leader and school mobile number. A laminated card is a good idea for this purpose.
16. Prior to departure provide the Base Contact, EVC, office staff and all supervising staff with a list of all participants, addresses and telephone numbers of contact persons, a copy of the risk assessments and an itinerary.

#### **After the Visit**

- Where necessary, an accident/incident Form should be completed and a copy sent to the EVC
- In every case, an evaluation of each visit should be carried out and sent to the EVC within 14 days of return. A full and thorough evaluation of all trips should include: planning, finance (value for money), travel, accommodation, food, risk assessments and health and safety, student behaviour, student learning, recommendations for future trips and follow up evaluation e.g. presentation to SW Hub Board of Trustees, assembly feedback, article/photos in school newsletter.



- Ensure that students and staff depart from late trips quietly without causing inconvenience to school neighbours. **Please ensure that students attend school the next morning.**

## Section 8 – Monitoring Visits

- The EVC is responsible for ensuring that all visits comply with the LA/Avanti Hall School guidelines
  - Each visit will be subject to monitoring through the process from the application for a visit through to the final delivery. Visit Leaders may be required to meet the EVC to discuss the visit, risk management and arrangements
- Each year the EVC will observe a sample of visits and monitor in accordance with LA guidelines, requiring that the Visit Leader can demonstrate the ability to operate to current standards of recognised good practice and the following indicators of competence should be in place:

### **Appropriate knowledge and understanding of:**

1. employer guidance, reinforced by employer-approved training i.e. EVC training
2. establishment procedure (reinforced by a formal induction)
3. The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. First Aid

## Section 9 - Budgets

Management of the Visit Budget is extremely important. We aim to ensure that trips are financially sustainable. Educational visits cannot be allowed to run at a loss.

## Section 10 – Critical Incidents

### **Definition of a Critical Incident**

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

- Has suffered a life-threatening injury or fatality
- is at serious risk;
- has gone missing for a significant and unacceptable period.

In any such case, the incident should be treated as a “critical incident” and this guidance and procedures should be implemented.

### **Principles and Priorities**

- to meet the needs of the group in crisis



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

### **Alerting and Activating the Plan**

The plan should be sufficiently flexible to enable alerting the system for incidents occurring during normal school hours and those incidents that take place outside of normal school hours on a 24/7 basis. This will usually be by allocating a landline telephone number that is certain to be staffed during normal office hours (Usually Reception), and an alternative mobile phone number that is staffed on a 24/7 basis outside normal office hours (Base Contact). The numbers should be available to all those that may be required to use them, including:

- Principal
- EVC
- Visit Leader
- Assistant Leaders who may take sole charge of a sub-group

Visit Leaders, and those in sole charge of a sub-group, should be advised to carry these numbers at all times during off-site activities, along with an Emergency Plan crib-card (preferably laminated to ensure that it can be used in difficult environmental conditions). However, in all but the most serious of circumstances, they should only use them after consultation with the establishments nominated Emergency Contact(s). Under normal circumstances, it should be the establishment's Emergency Contact that alerts the employer to initiate the Plan.

**For the planned telephone communications to remain effective, it is strongly recommended that under no circumstances should Visit Leaders, EVCs, Establishment Emergency Contacts, Heads or Managers, make these telephone numbers available to parents – who might otherwise over-burden and compromise the system.**

## **Section 11 – Emergency Procedure Protocols**

The immediate course of action should be to:

- assess the situation, establishing the nature and extent of the emergency but ensuring that the Visit Leader does not put his/herself at further risk
- Visit Leader delegates responsibility of visit leadership to their deputy and contacts emergency services. Following contact with emergency services, Visit Leader contacts Base Contact.

Deputy Visit Leader makes sure all other members of the party are:

- accounted for and safe
- briefed to ensure that they understand what to do to remain safe

Staff responsible should:

- follow the emergency procedures appropriate to the activity
- if there are injuries, take action to establish their extent and administer appropriate First Aid

It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Visit Leaders make the telephone numbers that *activate the Critical Incident Management*



*Plan communication available to parents.* Direct contact with a parent/carer of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

**When summoning help:**

1. Contact the appropriate emergency service(s) providing:
  - name of group and Visit Leader
  - location
  - nature of emergency and number of injured persons
  - action so far

Then follow the advice given by the emergency services

2. Contact and advise the establishment Emergency Contact of the incident and action taken
3. Contact and advise any local base being used by the group

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

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

**Essentials:**

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

**Recording an incident:**

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

**Record the following:**

- Time, date and nature of the incident



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

#### *Establishment Emergency Contact Protocols*

The designated establishment Emergency Contact should initiate the planned cascade of information and action as set out in the Establishment's own Critical Incident/Emergency Plan.

They should ensure that they:

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

## **Section 12 - Base Contact's guidance when responding to a Critical Incident**

- Establish group safety
- Ensure Visit Leader has followed critical incident protocol
- Contact the Principal who will begin the Critical Incident Management Plan
- Contact the establishment's Emergency Contact (if appropriate)
- Principal/SLT will contact parents, Local Authority and the Trust Board
- Maintain contact and communication with visit group and the establishment in question

## **Appendix 1 - Visit Proposal Form**

To be completed on Initial Proposal



<b>Title of visit:</b>		<b>Year group:</b>
<b>Subject:</b>	<b>Date:</b>	<b>Time depart:</b> <b>Time return:</b>
<b>Aims/Benefits/Purpose of visit</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Visit Leader:</b>	<b>Visit specific experience:</b>	
<b>Staffing:</b> (include and indicate first aider)	<b>Leader:</b>	
	<b>Assistant:</b>	
	<b>Additional staffing:</b>	
<b>Venue:</b>	<b>Contact number:</b> <b>Contact email:</b> <b>Address:</b>	
<b>Accommodation (residential)</b>	<b>Accommodation contact number:</b> <b>Address:</b>	
<b>Transport provider:</b>	<b>Contact number:</b> <b>Contact address:</b>	
<b>Proposed estimated cost for student including transport, venue and accommodation</b>	£	<b>per student</b>
	£	<b>total visit cost</b>
<b>Number of participants</b>	<b>Students:</b>	<b>Staff:</b>
	<b>Total:</b>	



<b>Section 2: To be completed once EVC has approved visit and Section 1 is complete</b>		
<b>Risk Management</b> (are RAs completed and uploaded onto Evolve/)	<ul style="list-style-type: none"> <li>a) Venue</li> <li>b) Transport</li> <li>c) Individuals</li> <li>d) Visit specific RA</li> </ul>	<ul style="list-style-type: none"> <li>e) Activities undertaken</li> <li>f) Other</li> <li>g) Other</li> <li>h) Other</li> </ul>
<b>Insurance</b>	Name of company:	
<b>Emergency contact numbers</b>	<b>During school</b>	
	Name: Position: Contact number:	
<b>Forms (Are all complete?)</b>	<b>After school/out of hours</b>	
	Name: Position: Contact number:	
<b>Avanti Hall School Educational Visits Policy</b>	<ul style="list-style-type: none"> <li>a) Written parental consent</li> <li>b) EV2 (medical forms)</li> <li>c) EHIC details (overseas health insurance)</li> <li>d) Telephone tree</li> <li>e) Copies of passports (for overseas visits)</li> </ul>	
	Has Visit Leader read policy?	Y N
<b>Guidance:</b> New Visit Leaders must have received training from EVC.		

## Appendix 2 - Visit checklist for leaders

Please complete the following form to demonstrate that all necessary processes have been followed:



<b>(A) Category A &amp; B visits (local or non-hazardous)</b>	<b>Y</b>	<b>N</b>
Are you specifically competent and meet the requirements of employer guidance?		
Have you completed the visit proposal form and have you been formally approved to carry out the visit?		
Has budgeting for the visit been completed (including cover costs for staff absence)?		
Have risk assessment, safe working practices and standard operating procedures been completed?		
Have all parental consents (including medical consent) been completed?		
Have registers for children been left with office staff and Attendance Officer?		
Have staff/student ratios been adhered to?		
Have staff applied for cover?		
Have qualified first aiders been allocated?		
Do you have the Base Contact's contact details?		
Are the insurance arrangements adequate?		
Have you checked with the Designated Safeguarding Lead for any CP concerns?		
Have staff and other supervisors been briefed?		
<b>(B) Category C visits (Residential, Overseas and Hazardous) e.g. tours, dangerous activities involving water</b>	<b>Y</b>	<b>N</b>
Does the provider have the LoTC Quality Badge (if applicable)?		
Have you completed the provider questionnaire?		
Have you completed a telephone tree for potential emergency contact?		
Have you arranged a meeting with the EVC?		
Have you adhered to agreed staff/pupil ratios?		
Has insurance been arranged/have students got EHICs?		
Have you arranged a parents meeting/evening (residential only)?		
Have you undertaken a preliminary visit (if applicable)?		
Have you shared details of emergency contacts and arrangements with key staff?		

### Appendix 3 - Visit evaluation form

(This is an electronic form and must be completed by all staff within 14 days of return)



<b>Were the learning outcomes/benefits achieved?</b>	<b>Evidence:</b>
<b>Did both students and accompanying adults enjoy the visit?</b>	
<b>What went well?</b>	
<b>What didn't go as expected?</b>	
<b>What would you do differently?</b>	
<b>Do any risk management procedures need changing?</b>	<b>Identify which and why.</b>

## Appendix 4 – Educational visits during Covid



When planning and undertaking an educational visit while Covid-19 is still prevalent, Visit Leaders and their staff will ensure the following:

- All planning is in accordance with guidance from Public Health England and the DfE
- Pupils are reminded of safe actions including regular washing of hands, use of anti-bacterial gels, not mixing with others outside the educational visits group.
- Where possible, locations with large numbers of people, especially inside, will be avoided unless it is safe to do so.
- Residential and overseas visits will not be planned while infection rates are high and testing expenses make the visit cost prohibitive.
- Masks are worn on public transport (except those that are exempt)