

**EDUCATIONAL VISITS POLICY**  
**Applies to the whole school, including EYFS.**

*Last Review: January 2022 (Assistant Head, Co-Curricular)*

*Next Review: Spring 2023*

*Last modified: January 2023 (Deputy Head's PA)*

*Please note this policy is currently under full review during the Spring Term 2023 and a number of changes to policy are expected. Please contact the Assistant Head, Co-Curricular if you have any queries about educational visits during this time.*

It is the policy of the GDST to ensure, as far as is reasonably practicable, the health and safety of all pupils, staff and other people who participate in educational visits organised by Oxford High School. The GDST and OHS are also committed to complying with the requirements contained within the DfES's guidance on the Health and Safety of Pupils on Educational Visits (HASPEV). Oxford High School will appoint competent, trained Educational Visits Coordinators (EVC) for the senior school and for the Prep and Pre-Prep schools and provide appropriate information, instruction, training and guidance to staff leading and accompanying educational visits and school trips. This will include:

- The procedures for planning and preparing for an educational visit or school trip;
- The procedures for assessing the risks associated with an educational visit or school trip;
- The procedures for informing parents, gaining their consent and when appropriate involving them in educational visits and school trips;
- Defining the roles and responsibilities of group leaders and other supervisors during educational visits and school trips;
- Practical issues associated with running a school trip; e.g. the common things that can go wrong and how to manage those with minimum disruption;
- Actions to take if there is a serious problem, incident or emergency;
- Appropriate first aid training;
- To ensure all educational visits and school trips meet the GDST requirements and follow the guidelines set down in the HUB;
- To support the Headteacher in making decisions about trips/visits and approving them;
- To assign competent people to lead and supervise visits;
- To assess, and make recommendations to the Headteacher, on the competence of leaders and other adults proposed for a visit. This will include reference to accreditations, particularly for outdoor adventure activities, from an awarding body, and may include practical observation, verification of experience, and analysis of the quality of risk assessment;
- To identify training needs and ensure that appropriate training is provided for trip leaders and other adults going on a visit. This will commonly involve: trip leader training, first aid, specific training for hazardous or adventurous activities;
- To keep records of individual visits and ensure all accidents and significant incidents are recorded on the RIVO Safeguard accident reporting system;

- To review systems and, on occasion, monitoring practice, including by going on trips.

The EVC should report any issues arising from trips being planned, or recently taken, to the Headteacher and school Health and Safety Committee.

**Miss Claire Nebesnuick** is the Educational Visits Co-ordinator (EVC) for Day and Residential trips for the Senior School. **Ms Anike Chuard** is the EVC for the Prep and Pre-Prep School and EYFS.

Staff organising trips should liaise with the EVC and finance officer throughout planning stages. She/he will also advise staff on any updates to recommendations from the DfES, LEA etc. about good practice on trips. All educational visits and other school trips should be planned on EVOLVE according to the advice in this Policy and guidance in the OHS EVOLVE User Guide. These documents can be found in the Staff Handbook and via **Google Classroom/All Senior Staff/Co-Curriculum**.

### **Guidance on Health & Safety of Pupils on Educational Visits** (07/17)

All staff who lead or accompany school trips should familiarise themselves with the following guidance:

- [DfE Health and Safety: Advice for Schools July 2021](#)
- Planning and Leading Visits and Adventurous Activities - Guidance for Schools and Colleges - RoSPA – 2013 <https://www.rospa.com/rospaweb/docs/advice-services/school-college-safety/school-visits-guide.pdf>
- Outdoor Education Advisers' Panel (OEAP) - National – <https://oeapng.info/>
- The HSE website also has guidance on school trips on its 'Education - Frequently Asked Questions' page : <http://www.hse.gov.uk/services/education/faqs.htm>

### **Legal Responsibility** (09/13)

(1) The **Council** of the Trust is ultimately responsible for the health and safety at work of all staff and pupils. The Council's day to day responsibility is delegated to the Headteachers.

(2) (09/13) The **Headteacher** is responsible for staff, pupils and any accompanying adults, e.g. parents, on every school visit. It is important for everyone involved that the Headteacher considers the EVC's recommendations in relation to each trip and only approves it when they are satisfied that all appropriate safeguards are in place. There should be a written record that they have been approved.

(3) (08/12) The **Party Leader** is responsible for the planning and organisation (or the co-ordination of this in appropriate cases) of the trip and for taking day to day decisions once the trip is in progress. Whilst the Party Leader would normally be a member of teaching staff, non-teaching staff may be considered providing they have adequate experience, are competent for the type of trip being undertaken and have been approved by the Headteacher.

(4) The **accompanying teachers** are in loco parentis (i.e. responsible for taking immediate and appropriate decisions) of the pupils in their charge at any given time. Case-law has established that a teacher is unlikely to be held negligent if his or her decision is one within the reasonable range of options available to a reasonable teacher in the particular circumstances.

(5) Even if **other adults** accompany the trip, the staff remain responsible in law for the pupils. It is, therefore, essential that adults are properly briefed on their role.

### **GDST Requirements for All Categories of Trips and Off-Site Activities**

**1.** All trips and educational activities must be logged on '[EVOLVE](#)', the web-based planning, approval and management system.

**2. Headteachers** (or their appointed delegates) must be aware of all times pupils are off site and must give **written approval** to the arrangements. This is given at the final approval stage on EVOLVE.

**3.** Comprehensive **Risk Assessments** must be completed for all trips.

**4.** All members of staff, instructors and adult volunteers that accompany school trips or lead activities must be suitably **qualified, competent, fit and well enough** to do so and have been DBS checked at the appropriate level. Competence means an appropriate combination of personal qualities, knowledge, skills and experience e.g. organised, practical, positive, calm, experienced at the activities involved in the trip and managing age range of pupils, a good communicator, risk aware, willing and able to take responsibility and make decisions, aware of the potential problems that might arise during the trip and possible solutions, etc.

**5. Party Leaders** must have prior experience of being an assistant leader on similar visits before leading a school party. The Party Leader must always be a member of staff employed by the Trust. Whilst the Party Leader would normally be a member of teaching staff, non-teaching staff may lead trips providing they have adequate experience, are competent for the type of trip being undertaken and have been approved by the Headteacher.

**6. Parents complete the Educational Visits General Consent Form for their child on entry to the Prep and Senior Schools.** **Consent forms** must be available for all pupils. The Party Leader must carry copies at all times. **Annual updates are requested from parents each May and additional information from parents is updated on SIMS so the EVOLVE visit pack is always up-to-date.**

**7. Supervision** - Consideration of the appropriate adult: pupil ratio must be included in the risk assessment and take into account the nature, duration and location of the visit, the activities being undertaken, and any special needs of pupils.

The recommended Adult : Pupil ratios for lower risk activities are:

- 1:20 (Senior pupils under 18)
- 1:10 (Prep pupils in Years 4-6)
- 1:6 (Pre-Prep pupils in Years 1-3)
- A higher ratio may be appropriate for pupils under 5.
- Heads should use their discretion for Years 12-13.

Depending on the circumstances a higher ratio may be necessary. For example, additional staff may be required if e.g. there are pupils with special needs participating on the trip/activity or a venue requires greater staffing. Occasionally, a visit may be accompanied by a single member of staff but only with the express permission of the EVC in consultation with other senior colleagues.

Where the **adult: pupil ratio** requires more than one adult, at least two of these should be members of staff. Parents or other adult volunteer helpers may make up any necessary numbers in addition to these. However, unless the Headteacher agrees otherwise, the majority of adults should be staff. If parents or other adult helpers accompany the trip, they must be aware who the Party Leader is and be briefed in advance on their responsibilities.

**Male members of staff** should normally be accompanied by a female member of staff for residential visits. The EVC and Deputy Head/Head of Prep and Pre-Prep School review the suggested staffing for all visits.

**Remote supervision may be appropriate for certain activities or elements of a visit. The Party Leader should fully risk assess this including pupils' and parents' understanding of the arrangements and agree to them in advance.**

**Supervision at Away Matches and Off-site Sports Fixtures** - Due to the likelihood of accidents during sports fixtures that require injured pupils to go to hospital best practice dictates that, wherever possible, there should always be **two members of staff accompanying pupils attending sports fixtures** away from school. In reality, due to the number of fixtures taking place at any one time this is not always feasible. In order to ensure that schools are not limited in the number of fixtures that they can agree to whilst at the same time ensuring that safety is not compromised one member of staff accompanying pupils in the minibus to sporting fixtures may be acceptable providing the following is adhered to:

- A robust risk assessment is in place which takes into account:
  - **The distance travelled** e.g. local journey – less than approximately 5 miles / 30 minutes (taking into account local traffic conditions);
  - **The number and age of students** - generally two members of staff would be expected for all fixtures involving Prep and Pre-Prep school pupils unless there were 5 or less Year 4-6 pupils attending;
  - **Ability to call for help in an emergency** - staff member must carry a mobile phone and have relevant contact details;
  - **Availability of staff to call for assistance in the event of an emergency situation** - ensure that there are staff available who can be called and will attend if requested;
  - **First aid facilities** - ensure that the member of staff accompanying the pupils has some first aid training – (minimum a current one-day first aid qualification) and has access to a first aid kit;
  - **Parents attending the fixture** – the availability of parents to assist at the fixture may be helpful in the event of an emergency but does not take away the need to have a back-up member of staff.
- The Headteacher must be in agreement with the level of supervision and;
- Staffing needs to be assessed on a match by match basis with the EVC.

## **DIFFERENT CATEGORIES OF VISITS/OFF-SITE ACTIVITIES**

**School visits / off-site activities are divided into categories:**

**A. Lower risk curriculum work in the vicinity of the school, e.g. local shopping survey, day trips e.g. to museums and art galleries, lower risk off-site enrichment activities; and 'Away' sports events not involving an overnight stay.**

**B. Residential visits in the UK or abroad.**

**C. Higher risk activities, which may take place during enrichment activities, on day trips or residential trips, in the UK or abroad.**

**FIRST AID for Educational Visits and Trips, Including Sporting Events.** The tables below give guidance on the minimum level of qualification and number of adult first aiders required to accompany school trips.

**Group leaders should have a good working knowledge of first aid.** If the group leader has at least a valid one-day first aid qualification, this will be adequate. If not, they will need to have had 'First Aid Awareness' training within the last three years. This should take in the order of two hours and could be provided by the School Nurse. It should include basic information on the following topics:

What is first aid?	First Aid priorities	Basic Life Support
Choking	Drowning	Asthma
Shock	Anaphylaxis	Heart Attack
Fainting	Severe Bleeding	Nosebleed
Eye Injury	Broken Bones	Sprains and Strains
Head Injury	Seizures	Burns
Diabetes	Hygiene and infection control procedures	First Aid Kits
Accident Reporting	Use of Defibrillators	

A **risk assessment** must be undertaken prior to all educational visits and school trips. This may indicate that the minimum number of adult first aiders, or the level of qualifications listed in the tables below are insufficient, in which case additional or more qualified adult first aiders will need to accompany the trip. Factors that will influence the number of first aiders, and their level of qualification will include:

- **The pupils** – Do any have specific needs, e.g. asthmatic, food allergies? How many pupils will be taking part in the visit?
- **The activities** the pupils will be undertaking - Will the party be staying together at all times, or will it be splitting into groups? Is the possibility of an injury occurring more likely than normal?
- **The venue(s)** where the activities will take place – Are you sure that first aid assistance is easily available at the venue? Will it be possible for the emergency

services to be easily contacted and quickly arrive to provide assistance? How far is it to the nearest hospital?

- **The types of injuries** that participants might suffer.

Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
† Insurance requirement <b>NB</b> Where an insurance requirement is identified and the school fails to comply with this, the school visit will <b>not</b> be insured in the event of a claim			
<b>Walking</b> to and from a destination local to the school, or walking to a venue whilst on a visit away from school in urban or non-adventurous locations	Low	All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone  1 one-day trained adult first aider	A large group of pupils
Transport in <b>minibus</b> to all types of educational visits/sporting events	Low	All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone  1 one-day trained adult first aider (Ref to H&S the HUB – Driving & Transport - section 3.4 Minibus Drivers)	More than 1 minibus, people carrier or coach being used
Transport in <b>coaches or public transport</b> (buses, tubes, trains, ferries, planes) or a <b>member of staff's car</b>	Low	All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone	
<b>Transport in a 'people carrier'</b> (up to 8 passenger seats) to all types of educational visits/sporting events	Low	All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone 1 half-day 'First Aid Awareness' trained adult first aider	

Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
All educational visits involving Early Years Children (age 5 or less)	Low, e.g. to local museums, etc.	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone.</p> <p>Group leader should have a good working knowledge of first aid</p> <p><b>1 Paediatric first aider</b> (2-day course) (DfE requirement)</p>	<ul style="list-style-type: none"> <li>Group dividing and undertaking activities remotely from each other</li> <li>Large number of pupils</li> <li>Pupils with special medical needs in the group</li> </ul>
Sporting activities, e.g. inter-school competitions, tournaments or galas in the UK		<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†A person(s) with the minimum first aid qualifications specified by the relevant sporting body of the activity being undertaken</p> <p>The first aider could be the first aider at the venue hosting the competition</p> <p>It is recommended that a '<b>sports first aid</b>' qualified person to be present</p>	<ul style="list-style-type: none"> <li>Pupils with special medical needs in the group</li> <li>Large number of pupils</li> <li>Individual sport's national governing body recommends more than 1 first aider should be present at all times</li> <li>Risk assessment identifies that more than 1 first aider should be present at all times</li> </ul>



Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
<b>Day trips in the UK not including Early Years Children</b>	<b>Low</b> e.g. to local museums, art galleries, theatres, etc.	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>No first aider necessary providing first aiders available at venue and they agree to provide first aid assistance should GDST staff and pupils required it</p> <p>Where first aid assistance is NOT available at the venue, or pupils are given ‘<b>free time</b>’ e.g. to go shopping, 1 one-day trained first aider required</p>	<ul style="list-style-type: none"> <li>· Group dividing and undertaking activities remotely from each other</li> <li>· Large number of pupils</li> <li>· Pupils with special medical needs in the group</li> <li>· Higher risk activities or environments</li> <li>· Remoteness from emergency services/hospital</li> </ul>
	<b>Medium</b> e.g. sponsored walk in non-challenging environments (established footpaths through the countryside) and lower risk DofE activities	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone.</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 one-day adult trained first aider</p>	

Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
<b>Residential trips in the UK</b>	<b>Low</b> e.g. trips to museums and galleries, theatres, etc.	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 one-day trained adult first aider</p> <p>It is strongly recommended that a second first aider also accompanies the trip in case the primary first aider is injured or has to leave the trip for any reason</p>	<ul style="list-style-type: none"> <li>· Group dividing and undertaking activities remotely from each other</li> <li>· Large number of pupils</li> <li>· Pupils with special medical needs in the group</li> <li>· Higher risk activities or environments</li> <li>· Remoteness from emergency services/hospital</li> </ul>
	<b>Medium</b> e.g. camping in non-challenging environments and lower risk DofE activities	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 ‘<b>Activity First Aid</b>’ trained adult first aider (non-remote venues) or ‘<b>Outdoor First Aid</b>’ / ‘<b>Rescue &amp; Emergency</b>’ trained first aider (remote venues) (2-day courses) as appropriate to activity and environment (See description of courses in paragraph 4 above to determine which is the appropriate qualification for the activity)</p>	
	<b>Higher</b> e.g. any activities involving swimming or paddling in natural waters, water sports, activities in remote areas, e.g. moors & mountains, and higher risk DofE activities	<p>If the group is based, and undertakes all activities, at a residential centre where there are appropriately qualified first aiders (2-day course) readily available 24 hours a day, and they agree to provide first aid assistance should GDST staff and pupils require it, these persons could be the first aider, rather than GDST staff</p> <p>It is strongly recommended that a second adult first aider also accompanies the trip in case the primary first aider is injured or has to leave the trip for any reason</p>	

Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
<b>Day trips abroad</b>	<b>Low</b> e.g. trips to museums and galleries, theatres, etc.	All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone	<ul style="list-style-type: none"> <li>· Group dividing and undertaking activities remotely from each other</li> <li>· Large number of pupils</li> <li>· Pupils with special medical needs in the group</li> <li>· Higher risk activities or environments</li> <li>· Remoteness from emergency services/hospital</li> </ul>
	<b>Medium</b> e.g. walking in non-challenging environments (established footpaths through the countryside) and lower risk DofE activities	<p>Group leader should have a good working knowledge of first aid</p> <p>†1 one-day trained adult first aider</p>	
	<b>Higher</b> e.g. any activities involving swimming or paddling in natural waters, water sports, activities in remote areas, e.g. moors & mountains, and higher risk DofE activities	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 '<b>Activity First Aid</b>' trained adult first aider (non-remote venues) or '<b>Outdoor First Aid</b>' / '<b>Rescue &amp; Emergency</b>' trained first aider (remote venues) (2-day courses) as appropriate to activity and environment (See description of courses in paragraph 4 above to determine which is the appropriate qualification for the activity)</p>	

Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
<b>Residential trips abroad</b>	<b>Low</b> e.g. trips to museums and galleries, theatres, etc.	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 one-day trained adult first aider</p> <p>It is strongly recommended that a second one-day trained first aider also accompanies the trip in case the primary first aider is injured or has to leave the trip for any reason</p>	<ul style="list-style-type: none"> <li>· Group dividing and undertaking activities remotely from each other</li> <li>· Large number of pupils</li> <li>· Pupils with special medical needs in the group</li> <li>· Higher risk activities or environments</li> <li>· Remoteness from emergency services/hospital</li> </ul>
	<b>Medium</b> e.g. walking in non-challenging environments (established footpaths through the countryside) and lower risk DofE activities	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 '<b>Activity First Aid</b>' trained adult first aider (non-remote venues) or '<b>Outdoor First Aid</b>' / '<b>Rescue &amp; Emergency</b>' trained first aider (remote venues) (2-day courses) as appropriate to activity and environment (See description of courses in paragraph 4 above to determine which is the appropriate qualification for the activity)</p>	
	<b>Higher</b> e.g. any activities involving swimming or paddling in natural waters, water sports, activities in remote areas, e.g. moors & mountains, and higher risk DofE activities	<p>If the group is based, and undertakes all activities, at a residential centre where there are appropriately qualified first aiders (2-day course) readily available 24 hours a day, and they agree to provide first aid assistance should GDST staff and pupils require it, these persons could be the first aider, rather than GDST staff</p> <p>It is strongly recommended that a second adult first aider also accompanies the trip in case primary first aider is injured or has to leave the trip for any reason</p>	

## MEDICAL INFORMATION

Medical information can be viewed on EVOLVE and should be used to create the specific risk assessment. Further information and advice can be sought from the School Nurse. Students **should be reminded and checked** before they depart that they have their necessary medication and equipment (inhalers/epipens which are in date) or they will not be allowed to go on the trip. The group leader should take the **medical information and contact details** for the students on the trip and ensure that any member of staff taking sole responsibility for a small group during the trip has the appropriate information with them at all times. If necessary, a doctor's letter will be needed to confirm that a girl is fit to go on the trip. The Sports Department have their own copies of medical and contact details for off-site games and fixtures and must ensure that they are up-to-date by regularly checking with the School Nurse and on SIMs.

### Medical matters

The School Nurse will provide the visit leader with the necessary **first aid kits** for the visit. These must be carried with you at all times and should never be left on a coach. At times of remote supervision, students should be made aware beforehand of the location of the member of staff with the first aid kit.

Staff should be aware that they should not supplement the first aid kit from their own supplies e.g. headache pills. No aspirin should be given to any student under 16 years of age. If pain relief is provided from the first aid kit, then only one pill should be administered as a control measure by a trained teacher. Staff should note the time the student took the pain killer by the first aider. If treatment is given to a student, it must be recorded on the form in the first aid kit and returned to the Health Centre. If a serious incident or accident occurs, the first aider **must report full details** to the School Nurse and complete a RIVO form, available in **Residential Visits/Incident and Emergency Management** and **Day Visits/Incident and Emergency Management/RIVO Leaflet**. Any prescribed medicines should be given only if an **"Administration of Medicines Consent – Parent Form"** form has been completed by a parent.

The first aid kits need to be returned to the School Nurse or her assistant immediately after the trip and not left in the staff room. Epipens and inhalers should be returned to the cupboard in the office and signed back in.

The Music and Sports Departments have their own copies, but must ensure that they are up-to-date by regularly checking with the School Nurse.

Staff/adult volunteers accompanying the visit should ensure that the party leader is aware of any allergies/medical conditions they suffer before they go on the trip in case they need specific assistance in an emergency. The party leader is strongly advised to give their own information to another adult in the party. This could be in the form of a written medical declaration. If the party leader or accompanying adults suffer from any allergies or medical conditions, these should be included in the trip's risk assessment.

## BEHAVIOUR OF PUPILS

The same standard of behaviour expected at school is required on school trips. Pupils are fully briefed and the group leader will include this in the risk assessment. Pupils are encouraged to participate in the risk assessment, especially in terms of their responsibilities for the success of the trip. Specific advice about such matters as pedestrian/traffic hazards, behaviour in public places, meeting times and places will be given and this depends on the nature of the trip. On

residential trips, pupils sign a code of conduct, available in **Residential Visits/Consent Forms/Residential School Trips Parent Consent form**.

## RISK ASSESSMENTS

The **party leader** will carry out a full risk assessment for each trip taking into account generic hazards, trip specific hazards associated with the venue, transport, activities and participants and on-going hazards (dynamic risk assessment) which must continue throughout the trip. Any accidents or incidents which arise will be reported back as required by GDST and HSE as part of the trip evaluation and any changes to procedures conveyed to staff by the EVC. Blank forms and templates for various modes of travel are available in **Day Visits/Risk Assessments** and **Residential Visits/Risk Assessments**. As all risk assessments should be seen as dynamic documents, the group leader has the responsibility for updating the document in order to indicate updates immediately prior to the visit (these can be added to EVOLVE as an Event Specific Note) and control measures agreed for issues that arise during the visit.

Specific factors to consider when completing risk assessments for educational visits/school trips are:

- Activities
- Activity venue(s) / locations
- Duration of the trip
- Age, experience and, depending on the type of trip, the physical and emotional fitness of the pupils
- Any special needs (including medical and health issues) that individual pupils or adults accompanying the group may have.
- Number, qualifications and related experience of accompanying staff and/or instructors, e.g. at an activity or field centre, or on a trek or challenge adventure.
- Time of year / weather conditions
- Travel and transport arrangements - what happens if transport plans fail, or weather conditions have serious implications for the safety of the transport arrangements?
- Accommodation
- If planned activities fail, e.g. due to closure or weather conditions, what alternative arrangements can be put in place?
- What happens if someone is injured or taken ill (pupil or adult) or there is an emergency situation on the trip?
  - presence and qualifications of first aiders,
  - availability of first aid equipment / facilities,
  - proximity to hospital,
  - ease of communication with and access to emergency services,
  - arrangements to notify parents / look after pupil / send pupil home,
  - arrangements to replace a sick or injured member of staff.
- Language skills of adults accompanying group (if trip is to a country where English is not the primary spoken/written language).
- **COVID-19 – If using an external venue, check the robustness of procedure, and facility management re COVID-19. Seek confirmation by centre risk assessment and/or email. Consider a pre-visit check.**

## REGULAR BRIEFINGS FOR PUPILS, STAFF AND ADULT HELPERS

These should include:

### Pupils

- What to do if something goes wrong – gets lost, injured, feels ill, etc.
- Rendezvous procedure for lost group members.
- A system of recall and action in emergencies.
- Expected standards of student behaviour.
- Groupings for study or supervisory purposes.

### Staff and other adults

- Careful supervision to cover the whole time away.
- Anticipation of hazards.
- Regular roll call of students.
- Standards of student behaviour expected.
- How much help to give to students in their tasks.
- A list of names of people in sub-groups.

## EMERGENCY PROCEDURES

Emergencies can occur in many forms, from:

- An injury or medical emergency affecting an individual group member
- A road traffic accident involving the vehicle the group is traveling in
- A lost or missing person
- A fire in the residential accommodation being used by the group
- A terrorist incident in the locality of the group

Good planning and preparation can help prevent an emergency occurring, or mitigate the consequences. This includes making appropriate **back-up** arrangements in the event of problems arising both during and out of school hours, e.g. sending a replacement vehicle or additional staff to support the group, sending home/repatriating group members, or contacting parents in an emergency.

### Summary of procedures

- All group leaders are supplied with 2 out-of-hours **contact numbers** of senior staff.
- All staff accompanying the trip also have immediate access to **parents' emergency contact numbers** (from Office for day trips, and on parental consent form for residential trips) and students' **medical information**. Parents have already given consent for emergency medical treatment, if necessary, on the Annual trips consent form or the specific residential trip consent form. No girl is allowed on a trip without a consent form.
- Pupils and staff will be briefed on fire evacuation procedures on arrival for all residential trips, with location of fire exits, routes to take and assembly points. The fire evacuation procedure should take into account pupils with disabilities, mobility issues, etc. There should be a practice drill on the first day.
- All emergencies are dealt with according to the control measures written on the generic risk assessment relating to accident on the journey/during the trip, i.e. group leader to call and follow the instructions of the emergency services if necessary, reassuring pupils and other staff, contacting SLT as soon as possible who will help contact parents and deal with press as necessary.
- Top priority is to care for those involved in the emergency and minimise further injury.

- All staff accompanying the group should be familiar with the procedures so that they are able to adapt them to the situation in which they find themselves.

### Detailed procedures

The Party Leader (or staff member in charge of small sub-group if out of contact with the Party Leader until Party Leader can be contacted) should:

- establish the nature and extent of the emergency;
- if there are injuries, immediately establish their extent, so far as possible, and administer appropriate first aid;
- establish the name(s) of the injured and call whichever emergency services are required;
- make sure all other members of the party are accounted for and are safe;
- advise other party staff of the incident and that the emergency procedures are in operation;
- ensure that an adult from the party accompanies casualties to hospital;
- ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base;
- arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and members of the party are accounted for;
- control access to telephones until contact is made with the Headteacher, emergency contact point or designated senior member of staff and until she/he has had time to contact those directly involved. Give full details of the incident, i.e.:
  - Name
  - Nature, date and time of incident
  - Location of incident
  - Details of injuries
  - Names and telephone numbers of those involved
  - Action taken so far
  - Telephone numbers for future communication

The school's Emergency Contact person should also have available the key Trust Office telephone numbers (Chief Executive, Director of Legal, Director of Education, Head of Communications, Head of Health and Safety) and the out of hours contact numbers of the Trust's Chief Executive.

All staff accompanying school trips should carry the GDST Incident and Emergency Management Card available in **Residential or Day visits/Incident and Emergency Management** with them at all times. In the event of a serious incident, this small document will remind staff of the key steps they must take, and will provide them with key contact numbers.

- Manage communication with the rest of group; explain why you do not want pupils to phone home or use Facebook, Twitter, Instagram or other social media;
- Ensure that the remainder of the party are adequately supervised throughout the incident and arrange for their early return to base;
- Wherever possible take photographs to record the scene and events;
- For serious incidents where the media may be involved;
  - Under no circumstances should the name of any casualty be divulged to the media. Procedures for contact with the media are given below;



- Responsibility, legal liability should not be discussed or admitted;
- Try to identify alternative telephone numbers at "home" and "off-site base" as other lines will quickly become jammed.
- As soon as practicable, the Party Leader should write down all relevant details while they are still fresh in the memory. Other party staff members might also be asked to do so. A record should be kept of names and addresses of any witnesses. Any associated equipment should be kept in its original condition;
- All accident forms should be completed and insurers should be contacted.

### **Communication with Parents, Trust Office and the Media**

- The Headteacher should arrange to contact parents/carers of those involved. For a serious incident, the Headteacher should contact parents of all party members. It is also the Headteacher's responsibility to act as a link between the group involved, the Chief Executive Officer of the Trust and parents.
- The Headteacher or designated senior staff member at school should alert the Chief Executive Officer of the Trust (or in his/her absence, the Director of Education) and the Head of Communications, giving details as above. They may identify further actions or help required (which might include financial assistance). Alternative and additional telephone lines may need to be identified at an early stage.
- If it is necessary to talk to the media, the Headteacher should agree with the Chief Executive Officer of the Trust who should make the initial statement. A designated person should then act as the ongoing point of contact with the media to whom all involved should direct questions and requests.
- Contact with media - Dos and Don'ts
  - DO:
    - Be clear and concise, avoid conjecture and apportioning blame
    - Express:
      - Sympathy - for those involved and their families
      - Praise - for those undertaking rescue/incident control
      - Promise - full investigation/cooperation with other agencies
  - DO NOT:
    - Reply to 'why' and 'how' questions
    - Name individuals- explain that names will not be released until next of kin have been informed
    - Say 'no comment'- explain above reasons why you cannot comment and, if possible, state when an update will be provided and by whom.

### **TRANSPORT**

Detailed guidance on the GDST Driving at Work Policy and the requirements for hiring coaches and driving minibuses can be found [here](#).

- Use of **staff cars** is **not** recommended, but where they are used to transport pupils, staff must have clean driving licenses, current comprehensive and business use insurance, an MOT if vehicle is over 3 years old, and parental consent should be obtained. NB See the guidance on Insurance in the Finance section of the HUB for details of the Trust's insurance policy when a vehicle is being used for an occasional trip or school business use.

- Use of **parents' cars** is **not** recommended, but where they are used to transport pupils, parents must have clean driving licenses and current comprehensive insurance, an MOT if vehicle is over 3 years old and parental consent should be obtained. NB See the guidance on Insurance in the Finance section of the HUB for details of the Trust's insurance policy when a vehicle is being used for an occasional trip or school business use.
- **Pupils' cars** - Schools should normally arrange transport for all pupil participants to all events and activities. Careful judgment is required if Sixth Form pupils, who have passed their driving test and have their parent's permission, wish to use their own cars for travelling to off-site activities. See separate guidance on ['Sixth Form Drivers'](#).
- **Trips taking place outside of the normal school day** – Schools usually arrange transport for these activities, but occasionally parents may be asked to make arrangements for transporting their daughter to the activity venue, e.g. the local theatre in evening, the airport, or an 'away match' at the weekend.
- Walking and cycling to/from venues, or as part of the trip will be separately risk assessed.

## INSURANCE

This is covered by the GDST insurance. No separate premium is required and the group leader will obtain a **copy of the policy from the Finance Manager to take on the trip**. In the event of a claim, the forms will be obtained from GDST and completed by the parent or member of staff as appropriate. Any activity not covered by insurance will be clearly explained in the parent briefing meetings and parent letters.

## TRAVEL INSURANCE CONTACT DETAILS FOR MEDICAL EMERGENCIES

All trip organisers should carry these details on them, whether on paper or saved in their mobile.

**Policy number** UKBCHC39228 (valid until 28/11/2021)

**Policy holder** GDST

**Chubbphone number for medical assistance & emergencies:**

- **+44 (0)20 3282 0107 overseas or**
- **020 3282 0107UK**

Chubb will provide advice and assistance should someone on a trip become ill or sustain injury, they can be called 24 hours a day, 365 days a year and will help you with the most appropriate course of action whether it is just advice, arranging for a local doctor or hospital or even repatriation to the UK. To ensure this service operates smoothly when it is needed most, please make sure all responsible **adults on a trip have access to the above emergency phone number**, they will also need to quote our policy number and give a telephone number where they can be called back.

## SAFEGUARDING

All adults who have contact with the pupils during the trip have been recruited according to the OHS Safeguarding Policy. This includes adult volunteers, coaches, instructors and guides,

drivers and other accompanying adults. The requirements for ISA registration will be met when the time comes. This is part of the risk assessment.

### **DECLARATION FOR ACTIVITY PROVIDERS AND TOUR OPERATORS**

The GDST requires all activity providers (see definition on EVOLVE) and tour operators for Day and Residential trips to answer a simple questionnaire which is in **Residential Visits/Tour Operators Declarations**. The trip leader should ensure that this is done in advance of the activity or visit.

### **Learning Outside the Classroom Quality Badge (LOtC) (04/18)**

The LOtC Quality Badge scheme, launched in 2008, is managed by the Council for Learning Outside the Classroom. Its aim is to recognise activity providers (e.g. museums, art galleries, sacred spaces, adventure centres, nature reserves, science learning centres and farms) who offer good quality learning outside the classroom opportunities and manage risk effectively, and at the same time reduce bureaucracy and paperwork for schools.

Trip leaders are welcome to use the LOtC scheme as part of the selection process for lower risk and non-residential trips, however they should be aware that the award for lower risk providers, e.g. theatres, art galleries, museums, historic houses, science learning centres, botanic gardens or places of worship, is based on self-evaluation by the applicant, and not impartial third party assessment.

### **MOBILE PHONES**

This section should be read in accordance with the GDST's Safeguarding Procedures (refer to section A3 'Promoting Safe Practice' of the Safeguarding Procedures in the School Safeguarding Policy & Procedures folder). CHECK where this folder is kept.

**A mobile phone, preferably a school phone**, must be taken on all educational visits. More than one school mobile may be required in situations where staff supervise groups at different locations. Whilst staff may want to take their own mobile phones for their own personal use, they should avoid giving their own personal number to the pupils, except in the event of an emergency.

As far as possible, staff should only contact pupils using the school mobile phone. This is to ensure that both staff and pupils are protected and that staff do not have access to pupil personal telephone numbers other than for the duration of the trip. In the event where any pupil or staff personal telephone numbers are used, then it is imperative that these numbers are deleted at the end of the trip. Where lists of telephone numbers are provided for an educational visit, then these lists should also be destroyed after the trip.

Where staff have used personal phones e.g. in the event of an emergency, then a member of SLT must always be informed.

Where staff use their own personal mobile phones on educational visits (rather than a school mobile), then the Headteacher must be aware of this and approve of this practice. Staff should be aware that no pupil telephone numbers should be stored on their personal phones.

Mobile phones are extremely useful during educational visits and particularly in the event of an accident, emergency or for contacting the emergency services. In addition, a mobile phone

is very useful for keeping in touch with pupils particularly where remote supervision is occurring.

Staff should also be aware of the Staff ICT Acceptable Use Agreement, which can be located in the [Policy Bank](#), signposted via the All Staff Google Classroom.

## **CHILDREN AND PARENTS ON THE SAME TRIP**

Parent volunteers can accompany a school trip if their own children are on the trip, however, it is recommended that parents do not supervise groups that include their own children due to the potential conflicts of interest that might arise, particularly in an emergency, where a parent may feel the need to safeguard their own child ahead of other pupils on the trip.

Staff should **not** be one of the supervising members of staff on a trip if their own child(ren) is a member of the group. This is because of the potential conflicts of interest that might arise, particularly in an emergency, which may have consequences for supervision levels. If a member of staff accompanies a trip which their own child(ren) is participating in, they should not be included in the supervisory adult: pupil ratios.

If the only way for a particular trip to go ahead is for one of the supervising members of staff's own child(ren) to attend, the potential risks must be considered in detail by the Headteacher before approval for them to accompany the trip is given. A risk assessment should be undertaken which includes:

- Age, gender of child compared to the group - Young children may need close supervision, and may not be able to participate in all group activities;
- Activities group will be undertaking - Children who are not part of the group may not have appropriate, or the same level of experience of various activities as the group members;
- The effect on supervisory ratios, if member of staff needs to leave the group due to an incident involving their child, e.g. hospitalisation due to illness or serious injury;
- Other possible conflicts of interest.

The Headteacher must be sure that whatever the eventualities, there will always be a sufficient number of appropriate adults accompanying the trip, wherever in the world the trip takes place. In addition, other members of staff accompanying the trip, and the parents of pupils on trip must be informed that the member of staff's own child(ren) will also be on the trip.

## **PUPILS WITH SPECIAL NEEDS**

The majority of the education provisions in the Equality Act 2010 ("the Act") are set out in Part 6. Chapter 1 of Part 6 prohibits discrimination, harassment and victimisation in schools. The Act prohibits a school from discriminating against or victimising a pupil on the grounds of a protected characteristic (which includes but is not limited to disability, gender reassignment, sexuality, pregnancy and maternity, religion or belief) in various ways, including the way it gives or does not give access to a benefit, facility or service, which includes school trips. (Please note that the protected characteristics for harassment differ to the protected characteristics for discrimination and victimisation).

When planning a trip, staff must therefore ensure that they consider carefully the details of the trip which is being proposed, including whether they have a duty to make any reasonable adjustments. When a provision, criterion or practice puts a disabled person at a substantial disadvantage, there

is a duty to take reasonable steps to avoid the disadvantage. There is also a duty to take reasonable steps to provide an auxiliary aid where a disabled person would be at a substantial disadvantage without one. Schools are not required to remove, alter or provide a reasonable means of avoiding a physical feature of a property where it puts a disabled person at a substantial disadvantage, however, schools are instead required to comply with their planning duties in preparing accessibility plans, which are plans schools must prepare and further over a prescribed period, for example, to increase the extent to which disabled pupils can participate in the curriculum. Staff should consider the above and then discuss with the pupil and her parents what adjustments to the proposed trip could reasonably be made.

Schools should also consider and take reasonable steps to overcome any obvious barriers that may impede those with a disability, for example, taking the pre-emptive step of storing data electronically so that it can be easily reproduced in large text. However, once a school is aware of a specific disability, further adjustments may be required. Each pupil's needs must be assessed on a case-by-case basis, and possible difficulties anticipated and addressed at the initial planning stage. It will not be acceptable to impose any blanket restrictions (e.g. pupils with epilepsy cannot go on the trip because there will be swimming sessions, or a pupil in a wheelchair cannot go because a long hike is planned).

Further guidance is available from the Equality and Human Rights Commission.

<https://www.equalityhumanrights.com/en/advice-and-guidance/higher-education-providers-guidance>

## CONSENT FORMS DAY TRIPS

OHS operates an **Educational Visits General Consent Form** covering low risk day trips, sports visits and activities, which do not involve an overnight stay or travel abroad (see copy below). The form is sent out to all parents as part of the registration process with the Medical Information Form and the request to update **personal and medical details** and **emergency contact details**. The consent will be entered in SIMS with the updated personal data. An **'Educational Visit General Consent Form'** which **must** be fully completed, signed and returned to the school by each pupil's parent/guardian **before** they can go on any school trips or off-site non-curriculum sporting activities, e.g. sports matches at other schools (not PE lessons at off-site locations). If the form has not been completed satisfactorily, or has not been returned to school before the trip, **the pupil should NOT go on the trip**.

No further consent needs to be sought unless a water-based activity is planned, although parents need to be fully informed of every trip by a specific **letter**, usually emailed. **The correct template is to be used as the basis for the letter to parents** as it includes a reminder that consent has been given and that parents will update the school about any emergency contact details or medical information for the trip. The letter templates are available in **Templates and Forms/Day Visits/Letter Templates**.

## ANNUAL PARENTAL/GUARDIAN CONSENT FORM FOR EDUCATIONAL DAY VISITS AND TRIPS

### CONSENT FORMS FOR RESIDENTIAL TRIPS

These are needed for **each** student on **each** trip and are in **Residential Visits/Consent Forms/Residential School Trips parent Consent Form**. Customise a form for a specific trip giving details about destination, dates, etc., including the precise points in the pupil's code of conduct. Duplicate enough forms for each student on the trip. A **letter** outlining the full details, including costs, payment and cancellation terms, of the trip must accompany the consent form. A template of the letter is available in **Residential Visits/Letter Templates**. The template includes details of costs and terms and conditions for cancellation. The **templates MUST be used** and discussed with the Finance Department and EVC before any communication with parents. Additional consent must be sought for any water-based activity.

A **Residential Visits/Consent Forms/Swimming Water Activities Consent form** must be issued and returned for any activities where swimming, water sports or water-based activities will, or might, take place.

**Copies of the consent forms must be scanned and attached to the EVOLVE visit form before Final Approval can be given.**

### DAY TRIPS (WITHIN THE SCHOOL DAY, OR EARLIER OR LATER)

(For day trips outside the UK, please check the requirements and advice for residential trips too). **This does not apply to sports' fixtures (except tournaments) or curriculum sports' activities held off-site. Separate consents and risk assessments are held by the Sports Department.**

#### Advance Planning

In the Senior School, HODs are asked by the Assistant Head Co-Curriculum in the summer to forecast their needs for the following year and inform the school calendar. The allocation is a **maximum of one trip per subject per year group**, except for Geography and Biology where fieldwork is an essential part of the examination specifications and additional day visits may be allowed. Many subjects do not use their allocation. Consent for visits always takes into account the impact of time out of school. The EVC confirms that the plans are acceptable, or queries arrangements and makes alternative suggestions and puts the trip in the calendar. Visits in school time, which are not on the calendar, will usually not be permitted. The Assistant Head Co-Curriculum will ensure that certain weeks are protected, e.g. for exam feedback and report writing. Visits involving Years 11 and 13 are avoided after the February half term. Prep and Pre-Prep School visit plans should be submitted to the Prep and Pre-Prep School Deputy Head.

Attractive displays of standard 'visits' giving appropriate details, including cost, should be clearly displayed at Open Evening. Mention should also be made in Prospectuses and Schemes of Work.

**NOTE:** Activities such as Drama rehearsals and performances, Music practices and concerts, games activities and clubs etc., which take place **out of hours on the school site** should be treated as a school visit. Parents need to be fully informed by letter, email and INFO of the times and dates of these activities. Staff need to have access to emergency contact details and medical information of the students in their care. This is usually available in the staffroom,

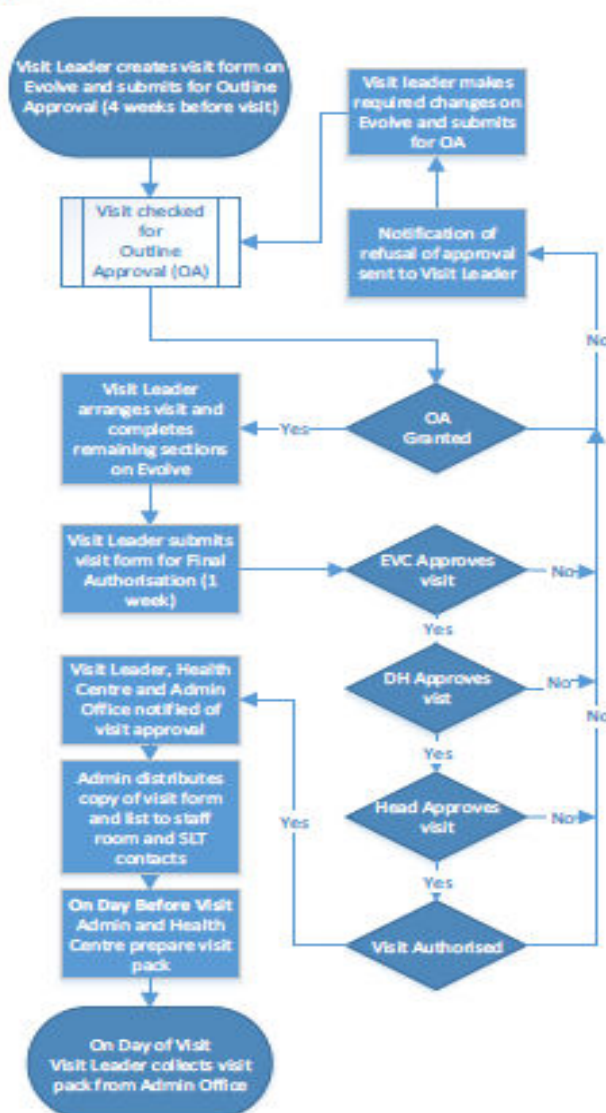
although the School Nurse needs to be informed of these activities to enable her to provide staff with any specific medical information not routinely put on the medical information forms.

### **ONE DAY VISIT OR ON SITE OUT OF HOURS ACTIVITY PROCEDURE – Senior School**

Refer to the OHS EVOLVE User Guide for more detailed information available in – **Templates and Forms/EVOLVE USER GUIDES.**

1. Contact Assistant Head Co-Curriculum for permission in outline and to obtain a date on the calendar. This should be done at least a **term in advance**.
2. Day visits and Out of Hours Activities should be submitted for **Outline Approval on EVOLVE at least 4 weeks in advance** of the visit. EVOLVE is a step-by-step process covering all that is required to plan a safe and successful visit.

**Visit Planning process Overview**



### ONE WEEK PRIOR TO THE VISIT

3. **Submit the EVOLVE form for Final Approval.**
4. Check cover forms have been submitted.
5. Check that the Blue form, if needed, has been received by the Catering Team.
6. Brief accompanying staff and go through **risk assessment** with them. Brief parents and other adult helpers in writing, including risk assessment.
7. Brief students fully about expectations of good behaviour and go through **risk assessment** with them:
  - Maintain safe sensible behaviour at all times: involve students in risk assessment.
  - Road safety: not crowding pavements, using pedestrian crossings, listening to instructions, no iPods or equivalent.
  - Safe sensible behaviour on coaches, remaining seated, no litter, **seat belts MUST be worn.**
  - See most recent risk assessment for recommendations about face coverings and Covid protocols.
  - Obeying staff at venue, including non-OHS staff.
  - Sticking to meeting times, organising loo breaks, plan full itinerary.
  - Inhalers and epipens must be brought by the girl and shown to you prior to departure. No inhaler/epipen, no trip.
  - School uniform for all Years 7 to 11 trips unless special dispensation granted (Year 11 Theatre trip, Geography field work, etc.). If a girl is inappropriately dressed, she will stay behind.

### ON THE DAY

8. Collect the Visit Pack, including visit form, medical and contact details and mobile phone, from the office.
9. Take a register of attendance before leaving school and leave an accurate list with Reception of all students taking part in the trip. Do not delay departure for missing/late students. School will contact parents of missing/late students if necessary. Check inhalers and epipens.
10. If meeting students at the venue or en route, contact Reception and confirm all are present or if anyone is missing. School will contact parents to investigate non-arrival.
11. Collect packed lunches from Dining Room.
12. Collect petty cash and camera, if appropriate.
13. Take first aid kits, additional medical equipment such as epipens, inhalers, medical information forms and confidential medical updates and printed list of emergency contact numbers. Students who do not have their own epipens or inhalers will not be allowed on the trip.
14. Do regular head counts of students and always before leaving a venue. Make times and locations of meeting points and loo breaks very clear.
15. Inform school and/or SLT staff contact of any unforeseen problems/delays/illness/accidents and follow standard procedures for dealing with the situation.
16. Ensure parents collect pupils promptly, especially if late at night. Students can make contact by mobile phone, if appropriate.

### ON RETURN

17. Return the medical and contact details to the office for shredding.
18. Return all first aid kits to School Nurse. Return epipens to the cupboard in the office.
19. Report any accidents as soon as possible to the School Nurse.



20. Complete a trip evaluation form on EVOLVE.
21. Prepare entry for **school magazine** and **newsletter** on return.
22. Check costs with Finance Officer and arrange a refund if applicable.

### **PROCEDURE – Prep and Pre-Prep School**

#### **At least one month in advance**

- Identify a day on the calendar where there are no obvious conflicts – ensure you can see sport, parent, staff and educational visit entries on the calendar before deciding. Open Mornings should be avoided as should Monday as packed lunches are difficult to prepare.
- Try and seek a booking on a day where there is a weighting towards year group class teaching and consider which staff may not be working on that day – please note that the office is not manned after 4pm on a Friday – this is relevant to trips that may have a late return.
- Discuss with the Deputy the proposed day, purpose of the visit and timings (if agreed, the visit will go on as draft until booking is confirmed).
- Make your booking with the venue.
- Raise a purchase order on Compleat, if there is a cost.
- Confirm the visit with the Deputy Head so that the calendar entry can be firmed up.

#### **At least three weeks in advance**

- Compose your letter to parents.
- Make sure that the letter states the date of the trip and that the timings correspond to the calendar entry.
- Send the letter to the office for delivery to parents.
- Print out and fill in coach booking form from educational visits folder on common. Give this to the office.
- Once coach and venue is booked, the EVOLVE form can be started. You will need to know which coach company has been booked before starting your EVOLVE form. Please inform the Deputy Head if any regular coach transfers need to be cancelled on the day of the trip.
- You will need to know the breakdown of costings before starting your EVOLVE form.
- The risk assessment will need to be completed. Ensure that this is thorough and covers all eventualities for your specific trip and venue then attach to EVOLVE.
- Check to see if the venue also has a risk assessment that can be attached to EVOLVE.
- Is your venue in a large city? Consider Plan B in case of an emergency event that disrupts the visit (see emergency procedures document in Educational Visits on Common). Any visits to large cities must reference contingency plan(s).
- Ensure all sections of EVOLVE are completed before seeking outline approval - include the register.
- Ensure that the correct office staff have been selected for outline approval before sending, i.e. Prep or Pre-Prep

### **Two weeks in advance**

- Check that the letter has been sent to parents. Do not rely on office staff to take the document from EVOLVE.
- Inform specialists, peris and Senior School staff if lessons will be missed due to the visit. Copy in the Deputy Head or inform him/her that the staff have been made aware.
- When Deputy Head and office have approved you should then receive an email telling you to complete the rest of the form. Follow up with Deputy Head/office if you have not received an email within a day of submitting for outline approval.
- Complete the rest of the EVOLVE form and resubmit. This button will be at the bottom of the final page.

### **One week in advance**

- Sandwich order at least 1 week in advance.
- Ensure that all staff attending have filled in a yellow slip and that they have arranged for any duties to be covered.
- Ensure that you have a register from EVOLVE, including the necessary contact and medical information by selecting the appropriate boxes. This information should be on a secure device.

### **The day before or on the day**

- On the day of the visit ensure that you have all the necessary school contact numbers, including the office, Deputy Head, the Headteacher, After School Care and SLT after school member. SLT member will be stated on the calendar.
- Brief accompanying staff and go through **risk assessment** with them.
- Brief pupils fully about expectations of good behaviour.
- Maintain safe sensible behaviour at all times.
- Ensure that you take the driver's number.
- Medical bags, sick bags, inhalers, epipens, up-to-date register/numbers of children, staff with phones.
- Collect packed lunches.

**Any changes made to date, timings, etc. need to be updated on EVOLVE and relevant staff advised.**

If your visit will return later than expected: Do not rely on an email or text message. These can be sent but you must first try and speak to someone in the office. Failing this try the Deputy Head then JLT member on duty, then After School Care phone (07880 683980) and then the Headteacher.

EVOLVE can be accessed anywhere. Go to the following address and then choose Oxford High from the drop-down menu. <http://evolve.edufocus.co.uk/evco10/unknown.asp>

## **GUIDE TO PLANNING RESIDENTIAL FIELD TRIPS, EXCURSIONS, FOREIGN EXCHANGES INCLUDING ON TRIPS ABROAD, ETC. AT OXFORD HIGH SCHOOL**

Please make sure you are familiar with all the requirements of a day trip first. Complete a **Residential Visit Proposal form** and submit to EVC and Head for consideration.

### Timing and duration of trips

1. Trips arranged out of term time incur no cover costs and are therefore likely to be welcomed enthusiastically! - provided Trust guidelines are adhered to (see the HUB).
2. Recreational trips (such as skiing) have always taken place wholly out of term time and should continue to do so.
3. Other trips should be arranged wherever feasible out of term time, but it is appreciated that some of these are long (e.g. foreign exchanges) and some use facilities not available during holidays. So where holidays and weekends are 'out', a **two-day maximum rule** should be observed, where of course the two days can be tacked on to a weekend or half term or longer holiday. This will be at the Headteacher's discretion.

The week long residential trips for Year 7 and Year 8 are in a different category as they are serving a special function of knitting the forms together by providing an extremely enjoyable shared experience and developing cross curricular skills and a love of learning outside of the classroom.

### FINANCE

Significant residential trips which involve whole year groups, travel abroad and/or are very expensive should be launched **at least a year in advance** with a deposit and two stage payments. Costs should be kept to a minimum.

Shorter or Weekend residential visits such as sporting tournaments and field trips can be arranged with less notice and fewer payment stages, ideally **at least two whole terms**.

The Finance Office would like to avoid last minute rushes before half term and end of term. **It is important that parents and pupils should know about possible trips and their approximate cost before embarking on subject courses.**

The Director of Admissions has the names of students on bursaries and special consideration should be given to these families. For those in financial need, an application can be made to the Headteacher, and this is on the relevant template letters. Please refer to the grid in **Residential Visits/Letter Templates/Which letter should I use** for which letter to send for your visit.

The stages are:

1. Initial discussion with Finance Office to agree payment schedule and costings for the trip. Trust advise that we should look to build in a small margin for contingencies.
2. Initial letter, plus request for deposit, giving parents four weeks to make up their minds and pay. Visit leaders should refer to dates outlined below. The deposit needs to be reasonably significant to demonstrate commitment, a minimum of 10%.

3. Final payment for residential visits to be **at least a term** before trip runs, again avoiding two weeks before half term or end of term. This may have to be earlier to pay for flights etc., if needed. Regular meetings with the Finance Office are advisable.

## RESIDENTIAL TRIPS: GENERAL

Visit leaders should complete all preliminary planning **before** talking to the students. We all have a responsibility not to arouse expectations which might have to be dashed, causing frustration and alienation.

1. Complete and submit the OHS Residential Visits Proposal Form to the Headteacher well in advance, ideally 2 years to 18 months **prior** to when the trip is being proposed. This will aid the planning of the overall strategy, highlight clashes of interest and ensure sufficient staffing, and avoid unnecessary disappointment Available in **Residential Visits/Visit Proposal Form**.
2. Once approval has been given in principle, detailed research and planning should then go ahead, including full costing and meeting with Finance Manager, who will help you fill in a breakdown of costs form, including admin and First Aid costs and a **payment terms and cancellation schedule**. Consent will not be given until this costings document has been approved by the EVC. Dates for the residential visit also need to be confirmed on the school calendar with the Assistant Head Co-Curriculum. An EVOLVE visit form needs to be created and submitted for Outline Approval at least **one year in advance**, although final details can be left until later.
3. As part of the Outline approval stage, a letter written using the template found in **Residential Visits/Letter Templates** will be sent to parents. The letter should outline the proposed trip in detail, so that they have time to budget and plan family holidays, etc. Trips cannot be made 'compulsory'. Deposits can be collected (from the extras invoice account) and the viability of the trip finalised. If the trip goes ahead, then these deposits are non-returnable if the girl subsequently pulls out of the trip and a replacement cannot be found. **Full liaison between the trip leader, the Office and the Finance Department is essential**, so that numbers of parents agreeing to the trip can be finalised.

The letter will be sent following approval.

- For visits abroad this should be **at least three terms** in advance of the proposed visit.
  - For Year 7 and 8 residential weeks this should be at the **start of the academic year**.
  - For field trips and residential sports tournaments this should be **at least two terms** in advance of the proposed visit.
4. Regular communication with parents about payments and visas, etc. is helpful. Letters should be sent to the EVC for approval and attached to EVOLVE once complete. Please liaise with Director of Marketing about messages to parents and use of Twitter.

5. For foreign visits, **PASSPORTS** must be seen and the relevant pages photocopied and kept by the group leader. Most countries require passports to have at least 6 months to run before renewal and time is needed to allow students to do this. If there are non-UK passports holders on the trip, special arrangements are needed with [the British Council](#) ,see EVC. Students will be reminded to bring their passports with them on the trip and the group leader will check this before departure from OHS.
6. Plenty of time must be allowed for **visas** to be obtained for those countries who need them. It is up to the group leader to find out the visa requirements of the places they plan to visit. There may be different requirements for different nationalities and different passport holders. **The reserve member of staff must also have a valid visa.**
7. European Health Cards are needed for trips to the EU and the group leader will take photocopies well before the trip departs and check that each girl has brought hers with her on the trip before departure. **Refer to Trust HUB and EVC for guidance. UK Global Health Insurance Cards will be replacing European Health Cards when an individual's EHIC expires. Applications for a card should be made via <https://www.gov.uk/global-health-insurance-card>**
8. Collect **consent** and **medication forms**. Scan and attach to EVOLVE.
9. **SAFEGUARDING** includes getting written assurances that any adult who has contact with the students during the trip (e.g. instructors, guides) has been checked by their employer with respect to DBS checks and qualifications including first aid qualifications. With foreign visits this may not always be possible and in this case such people are to be regarded as untrustworthy and the group leader must ensure that the students are adequately supervised at all times. With foreign visits involving host families, suitable checks must be made through the exchange school or agency. In the risk assessment, provision will be made for students to have 24 hour emergency mobile phone contact with the party leader.
10. **GDST DECLARATION FOR COMPLETION BY ACTIVITY PROVIDERS & TOUR OPERATORS.** This document should be completed by any outside agency that is providing facilities or services during a trip. It is found in **Residential Visits/Tour Operators Declarations**
11. **Staff of Residential Visits**  
It is strongly recommended that at least **two** members of staff accompany all **residential trips** (in case a pupil or member of staff is injured or falls ill and needs to stay at base, be closely supervised, accompanied to the doctors or hospital, or even escorted back home), and at least **three** adults accompany **trips abroad** (due to the time factor that would be involved in getting additional staff to the group in the event of an incident).

Procedures must be in place to provide cover if a member of staff has to return home. Other adults may accompany the trip, but the staff remain responsible.

On overseas trips, at least one member of staff should be reasonably **fluent in the appropriate language**.

## 12. Recommended Emergency Evacuation Procedures for Residential Trips

- A. **Prior to the trip**, appoint a member of staff as an **evacuation coordinator**, i.e. not directly responsible for completing the roll call for a group. In the event of an evacuation, they should:
- Do an overall head count (as a double check);
  - Liaise with each of the group leaders to ensure everyone is accounted for;
  - Help maintain order if students start to panic and 'mob' the group leader;
  - Liaise with centre staff, e.g. if anyone is missing, there is a need to move to another location, or to find out when it is safe to re-enter the building.
- B. **Prior to the trip** prepare **emergency packs** that all staff should have and keep by bedside (so it can be taken with them in the event of an evacuation):
- Torch – in case emergency lighting is too dim or not working. This could be on a mobile phone, a head torch or a hand torch;
  - List of all students in group, and list of students that each group leader will be checking are present in a roll call;
  - Floor plan of residential accommodation, indicating which room each girl is sleeping in;
  - List of key codes for all doors to enable them to be opened from the outside, e.g. if someone is stuck inside and can't get out.
- C. **Prior to the trip** all staff to be reminded of the **procedure for sweeping bedrooms and bathrooms/WCs** in the event of a night time evacuation:
- Identify who is responsible for checking each room/bathroom/WC;
  - Ensure all staff know procedure for sweeping, including checking under the beds and patting all the way down/fully turning back bedcovers on every bed in the room. (NB students may swap beds/ snuggle deep down under the covers/sleep at the opposite end of the bed).
- D. **Prior to the trip** document a **Personal Emergency Evacuation Plan (PEEP)** for anyone in the group that needs one. (Think about sight and hearing impairments as well as mobility impairments).
- E. **On day of arrival:**
- Ensure everyone knows what the fire alarm sounds like;
  - Staff and pupils walk all fire exit routes they might need to use – familiarisation exercise;
  - Staff and pupils familiarise themselves with all the muster points they might need to use;
  - Review Personal Emergency Evacuation Plans (PEEPs), if anyone in the group needs one;
  - Organise a 'buddy system' so that each girl makes sure her buddy(s) is with her in the event of an evacuation, and inform the person in charge of the roll call if they think someone is missing;
  - Staff to remind students to take a coat/blanket and wear shoes for night time evacuations;
  - Staff to remind students about fire risks associated with hair straighteners/tongs, etc. and to ensure they are unplugged when not in use. Also, mobile phone chargers should not be left plugged in overnight;

- viii. Staff to check all fire escape routes to ensure they are clearly signed, free of obstructions, that fire doors can be easily opened by children in dim light (think – could the smallest child reach & open the highest locking device?), and that final exit routes are clear (no parked cars, bins or bushes preventing the door opening);
- ix. Staff to check emergency lighting works on both internal and external exit routes/ muster points (ask the centre staff to show you recent test records or demonstrate this to you).

F. **Conduct a fire drill** on day of arrival.

G. **At the end of every evening, a member of staff should check that all fire exit routes are clear / unlocked.**

13. Re-confirm bookings with travel companies etc.

14. Visit leader (with Assistant Head Co-Curriculum) sets up **briefing meeting for parents** and students. Briefings should be informative, clear and not longer than 30 minutes to allow time for questions. Briefings should include the following:

- Outline schedule and arrangements
- Outline expectations for behaviour
- Safeguarding measures
- Kit and equipment
- Communication during the visit
- For an exchange it is helpful to combine information about hosting a partner in the same briefing

Briefing notes and PowerPoint (including details about flight info, arrangements, cost, etc.) should be agreed with the EVC **at least two weeks prior** to the meeting.

15. **RISK ASSESSEMENT:** All Group Leaders must complete a risk assessment form prior to departure. **For residential visits the Group Leader should arrange a meeting with the EVC, during which this document will be discussed in full.** Note that it is a requirement that **the Group Leader should have attended an appropriate first aid course.** It is good practice to involve the students in the risk assessment process. **Residential Visits/Risk Assessments.**

16. Briefing for accompanying staff and reserve including copies of risk assessments.

17. Reminder to staff at briefing two weeks or so before the trip; post up list of students who will be out of school.

18. Double check that all GDST and local school requirements have been met. (See Staff Handbook and the HUB Health and Safety Educational Visits)

19. Create an Emergency Card and attach to EVOLVE.

20. Submit for **Final Approval two weeks before** the visit departure.

21. Book the digital camera from Reception, if appropriate and collect before departure.

22. The Admin team will produce **six copies** of each of the following documents at least one week before departure, once the visit has been approved by the Headteacher. These will

be given to the following: Visit Leader, EVC, the Headteacher, SLT contact x 2 and Reception.

- Consent forms for each girl with parents' emergency contact details during the trip;
- Original letters to parents and any visit specific information you think the Staff emergency contacts need to have;
- EVOLVE visit form.

23. The School Nurse will ensure that first aid kits are provided.

24. When you **return**, give written feedback to the EVC noting any accidents which need to be reported to GDST or HSE and any incidents which need to be used in future planning **Residential Visits/Feedback**.

25. Prepare an entry for the school website and magazine and material for an assembly or display as appropriate. Organise parents' feedback, if wanted, liaising with the EVC about a suitable process.

## **Foreign Exchange Visits**

### **Hosting Exchange Visits (07/17)**

Information on DBS requirements for Host Families can be found in **Residential Visits/Exchange Visits – DBS Process** folder. **Exchange Trips Outside the UK**

As there is no equivalent to the Disclosure and Barring Service (DBS) outside the UK, schools participating in exchange trips outside the UK should make suitable enquiries about host families. This might include:

- Using a reputable (UK based) agency, if one is being used to find host families;
- If a school is finding host families, making sure that they think the host families are suitable;
- Giving pupils local contact numbers in case they need assistance whilst they are on the exchange.

If pupils live with families, but a member of staff is present in the locality, it should be made clear to pupils and host families when the member of staff will be available at an agreed location. It is important to ensure that all pupils know how to contact a member of staff immediately if they have **any** unease about the family with whom they are staying. Staff should be alert to any pupil whose behaviour appears to suggest that they are unhappy or out of sorts.

Information should be given to the host families regarding any medical needs that individual pupils may have and procedures for action to be taken in the case of illness/accident. Parents should be aware of the arrangements. A protocol should also be established for host families to clarify expectations, e.g. number of beds, meals, privacy.

If activities are planned with a foreign school, it is important that the extent of responsibility of the foreign staff is agreed with them in advance and that pupils are aware when the foreign school staff are in charge. The usual expectation is that the staff at the host school will be responsible for the safety of the pupils whilst attending the school. Outside the school day, other than on excursions organised by the host school, the accompanying Trust staff will be responsible.



Whenever a member of staff is advised of the illness of/accident to pupils, she/he should investigate personally immediately and inform the pupil's parents straight away.

- **Use of Tour Operators**

- Trip leaders must seek written assurance that Tour Operators follow safe practices, and obtain copies of their key safety documents for review. The '**Residential Visits/Tour Operators Declarations/GDST - Tour Operators Declarations**' must be completed by the Tour Operator during the trips planning stage, and the answers and supporting documentation reviewed and confirmed as complete and satisfactory by the trip leader before the booking is confirmed. See also the the FAQ document at the bottom of the page on this link <https://hub.gdst.net/node/941> **If the tour operator is arranging accommodation and activities, the Party Leader** should make the school's requirements and expectations very clear. The risk assessment for the trip should include seeking confirmation that all those requirements have been met, and particularly that all aspects of the visit organised by the tour operator meet relevant health and safety standards.
- Where the tour operator is arranging accommodation with overseas host families, the operator should be asked to confirm that appropriate local checks have been made on the suitability of such accommodation from a child protection perspective. If there is no local vetting procedure, the Party Leader should seek further assurances or consider if the trip should take place. If the families are those of the pupils of the host school, checks may not be appropriate.

NB: Pupils should be provided with an opportunity to comment on the experience through some form of evaluation/feedback mechanism.

## **SWIMMING**

If swimming is one of the activities planned for the trip, or it is possible that it could take place, a 'Swimming Consent Form' must be completed for each pupil (see Parental Consent section above), and a detailed risk assessment of the activity must be undertaken. Relevant safeguards include:

- Provision of lifeguard (see <https://hub.gdst.net/node/1211>) Knowledge that all participants are confident in water and can swim (confirmation should be obtained from PE staff, or a test arranged before the trip)
- Train pupils in water safety and rescue skills

Pupils participating in adventure holidays, which include water-based activities in open/deep water, should demonstrate their ability to tread water for several minutes, or swim 100m or more in a swimming pool (as appropriate to the distance they may have to swim during the activity) to school staff prior to the trip. Parental declaration of competence alone is not adequate proof of ability.

## **WATER-BASED ACTIVITIES**

The most major change from Trust has been to the **Swimming** consent form. This has been renamed as the '**Swimming, Water Sports and Water-Based Activities Consent Form**' to reflect the wide range of activities it covers. It has been expanded as a result of the tragic deaths of several pupils on school trips in recent years who were participating in water-based activities. This includes activities such as field trips near water and also DofE expeditions near water.

### **DUKE OF EDINBURGH AWARD**

Due to the particular requirements of the DofE programme, it may not be possible to follow these guidelines. If this is the case, DofE safety guidance will take priority, but the Headteacher must approve any departure from the Trust's guidance.

**Claire Nebesnuick**

**Updated: December 2021**

**Next review: September 2022**

## **APPENDIX**

All documents referred to in this policy are saved in:

Google Shared Drive/OXF-Team-Co-curriculum/Public Folder

They are available to view via the All Senior Staff Google Classroom. All documents are read only and should be copied and then edited by the user.

The Educational Visits folder contains the following folders and documents:

### **2021-2022 DAY VISITS**

- Coach Bookings
  - Coach Booking form
- Consent Forms
  - 1 Ed Visit General Consent form (This form is sent out by Admissions to new students and should not be sent out again. Saved here for information only)
- Incident and Emergency Management
  - Rivo Leaflet 2020 Updated
- Insurance
  - GDST Travel Insurance
- Letter Templates
  - Parental Letter Costs Involved
  - Parental Letter Curriculum Day Trip (included in fees)
  - Parental Letter No costs
- Risk Assessments
  - Risk Assessment – Generic Terrorism Entries
  - Risk Assessment day visit using coach
  - Risk Assessment day visit using ferry
  - Risk Assessment day visit using train
  - Risk Assessment day visit walking to destination
  - GDST Risk Rating Matrix
  - Risk Assessment Blank Template – Area and Activities
  - Risk Assessment Coronavirus - School Trips
  - Trust advice about travelling to cities
- Sport Risk Assessment
  - 2017 Onwards
    - Every sport listed

### **2021-2022 RESIDENTIAL VISITS**

- Coach Booking
  - Coach Booking form
- Consent Forms
  - Administration of Medicines Consent – Parent Form
  - Administration of Medicines consent – Record of medicines administered
  - Residential School Trips Parent Consent form
  - Swimming Water Activities Consent Form
- Exchange Visits – DBS Process

- DBS Checks Required – Letter to parents
- DBS Check Guidelines
- Feedback
  - Feedback on Residential Visits
- Incident and Emergency Management
  - GDST Incident and Emergency Management Card
  - Rivo Leaflet 2020 updated
- Insurance
  - GDST Travel Insurance
- Letter Templates
  - Parental Letter Template Residential Trip – Fieldwork and DofE
  - Parental Letter Template Residential Trip – Kilve and Portsmouth
  - Parental Letter Template Residential Trips No Financial Support
  - Which template should I use
- Risk Assessments
  - Risk Assessment – Generic Terrorism Entries
  - Risk Assessment Blank Template – Area and Activities
  - Risk Assessment Coronavirus - School Trips
  - Risk Assessment day visit using train
  - Risk Assessment day visit using ferry
  - Risk Assessment day visit walking to destination
  - Risk Assessment Residential trip abroad (using coach)
  - Risk Assessment Residential trip in UK (using coach)
  - Trust advice about travelling to cities
- Tour Operators Declarations
  - GDST – Activity Providers Tour Operators Declarations
- Visit Proposal Form
  - OHS Residential Visit Proposal Form

## **EVOLVE USER GUIDES**

- Administrative Staff Guide to Evolve
- Evolve staff starter guide
- Evolve user guide