

St David's College

— Est. 1965 —

EDUCATIONAL VISITS POLICY

Educational Visits

Date	Review Date	Monitoring	Coordinator	Nominated Governor
19/09/2026	19/09/2027	Annually via Ed com	Felicity Smith	Alice Seldon

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school.

We encourage educational visits as we believe they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008)

An educational visit could be a short-term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

We will ensure that we comply with all current national and local documentation before any educational visit is authorised and all precautions are taken to ensure pupils' safety.

We believe that we are an educationally inclusive school so therefore we will ensure all children are included on educational visits including those with special educational needs, disabilities or other special conditions or social circumstances. Additional adult support will be provided.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To provide a clear and coherent structure for the planning and evaluation of educational visits in order to enhance the curricular and recreational opportunities for pupils.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Coordinator for Educational Visits (EVC); ▪ the right to be consulted and to give permission for all school trips; ▪ responsibility to ensure:

  - ☐ the school complies with all health and safety regulations and procedures;
  - ☐ all site-specific risk assessments are in place,
  - ☐ emergency plans are in place;
  - ☐ insurance cover is in place;
  - ☐ adequate supervision is in place;
  - ☐ the needs of all pupils are catered for

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring appropriate policies are made available to parents; ▪ the responsibility of involving the School Council in:

  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the Governing Body

- nominated a link governor to:

  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the coordinator;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ attend training related to this policy as required;
  - ☐ report to the Governing Body as appropriate;

- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- be responsible for the sanctioning and authorizing of all educational visits whatever the duration or purpose;
- consider the following before sanctioning and authorising any educational visit:

  - ☐ the educational benefits of the visit
  - ☐ the travelling time to and from the venue
  - ☐ the health and safety factors

- ensure that Educational Visit Coordinator and Party Leaders have appropriate training and are sufficiently competent, experienced and qualified;
- ensure all volunteer helpers/supervisors are subjected to a Disclosure and Barring Service criminal records check before they take part in an educational visit;
- ensure all accidents and emergencies are dealt with and reported; ▪ ensure all relevant insurance cover is in place; ▪ monitor the effectiveness of this policy by:

  - ☐ monitoring learning and teaching through observing lessons
  - ☐ monitoring planning and assessment
  - ☐ speaking with pupils, school personnel, parents and governors

- Report as appropriate to the Governing Body on the success and development of this policy.

Role of the Educational Visit Coordinator

The coordinator will:

- be competent, experienced and qualified to undertake the role; ▪ undertake appropriate training in:

  - ☐ organising and supervising educational visits
  - ☐ risk assessment
  - ☐ emergency procedures
  - ☐ medical and first aid
  - ☐ pupil behaviour and discipline
  - ☐ supporting pupils with additional learning needs
  - ☐ outdoor activities
  - ☐ water safety
  - ☐ dealing with the media

- ensure that all documentation is in place before the Visit Plan can be authorised by the Headteacher and Governing Body;

- review the planning, documentation and competence of the Party Leader before recommending the authorisation of any educational visit;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;

Party Leaders will complete the following Visit Plan before any visit is authorised:

The group leader should:

- ensure that the planned visit and activities are suitable for the group
- obtain the Head's/ Deputy Head's written approval for the visit
- ensure that all accompanying adults, whether employees or volunteers, are given responsibility within their level of competence and have been briefed on the purpose of the visit and their roles and responsibilities
- be able to control and lead young people of the relevant age range in the proposed activity
- be aware of child protection issues and introduce measures to protect children as required
- ensure that appropriate first aid cover will be available
- undertake and complete the planning and preparation of the visit, including the briefing of group members and parents
- identify significant hazards and safety measures to reduce risk to an acceptable level, and to make known to parents, the Head and others the level of residual risk that needs to be managed
- review regularly undertaken visits and advise the Head/EVC where adjustments may be necessary
- have enough information about the young people to assess their suitability for the visit or be satisfied that their suitability has been assessed and confirmed
- ensure the ratio of staff to young people is appropriate for the environment/activities and the needs of the group
- carry out dynamic risk management while the visit takes place and consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures/alternative plans for such an eventuality
- arrange for clearly understood delegation in his/her absence
- make appropriate and adequate preparations for emergencies in conjunction with the EVC and ensure that all accompanying leaders are familiar with these procedures (i.e. plan B)
- ensure that group leaders and other leaders/instructors have details of young person special educational or medical needs which will be necessary for them to carry out their tasks effectively
- carry out an evaluation of the visit on return to base to help to inform future visits

Role of Other Supervising Adults

The party leader will ensure that all supervising adults:

Assistant Staff

- follow the instructions of the group leader and help with control and discipline;
- be briefed on and understand the educational purpose of the visit, its proposed programme, any adjustments to that (i.e. Plan B's), and the emergency procedures to be followed in the unlikely event of a serious incident or accident;
- be briefed on and understand the expectations of them and the limits of their responsibilities;
- have a good knowledge of the young people on the visit and their needs;
- consider stopping the visit or the activity, notifying the visit leader, if they think the purpose of the visit is being compromised or if the risk to the health or safety of the young people in their charge is unacceptable.

Volunteers

- do their best to ensure the successful and beneficial outcome of the visit, its proposed programme, and alterations to that which may become necessary (i.e. Plan B's), the health and safety of everyone in the group including the emergency procedures to be followed in the unlikely event of a serious incident or accident;
- be briefed on and understand the expectations of them and the limits of their responsibilities;
- be briefed on and understand their relationship to others on the visit:
- have a reasonable knowledge of the young people on the visit and their needs;
- follow instructions from the visit leader and help with control and discipline;
- not be left in sole charge of young people unless this has been risk assessed by the visit leader; (including enhanced DBS)
- raise concerns for young person welfare with the visit leader.

Role of Pupils

Young people should be made aware of the educational purpose of the visit, its proposed programme, any adjustments to that (i.e. Plan B's), the emergency procedures to be followed in the unlikely event of a serious incident and their responsibilities in achieving a beneficial and successful outcome. Young people must be required to:

- follow instructions of the visit leader and other members of staff including those at the venue of the visit;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the visit leader or other member of staff about it;
- take no unnecessary risks;

- if abroad, be sensitive to local codes and customs;
- agree to and follow a code of conduct for the duration of the visit.

Any young person whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.

Parents have an important role in taking an informed decision on whether any visit or off-site activity is suitable for their child. The visit leader must ensure that parents/carers are given sufficient information about the visit and are invited to any briefing sessions. The visit leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Parents should also be asked to agree the arrangements for sending a young person home early and who will meet the cost.

Special arrangements may be necessary for parents who are not fluent English or Welsh speakers.

Subject to their agreement, parents/carers must:

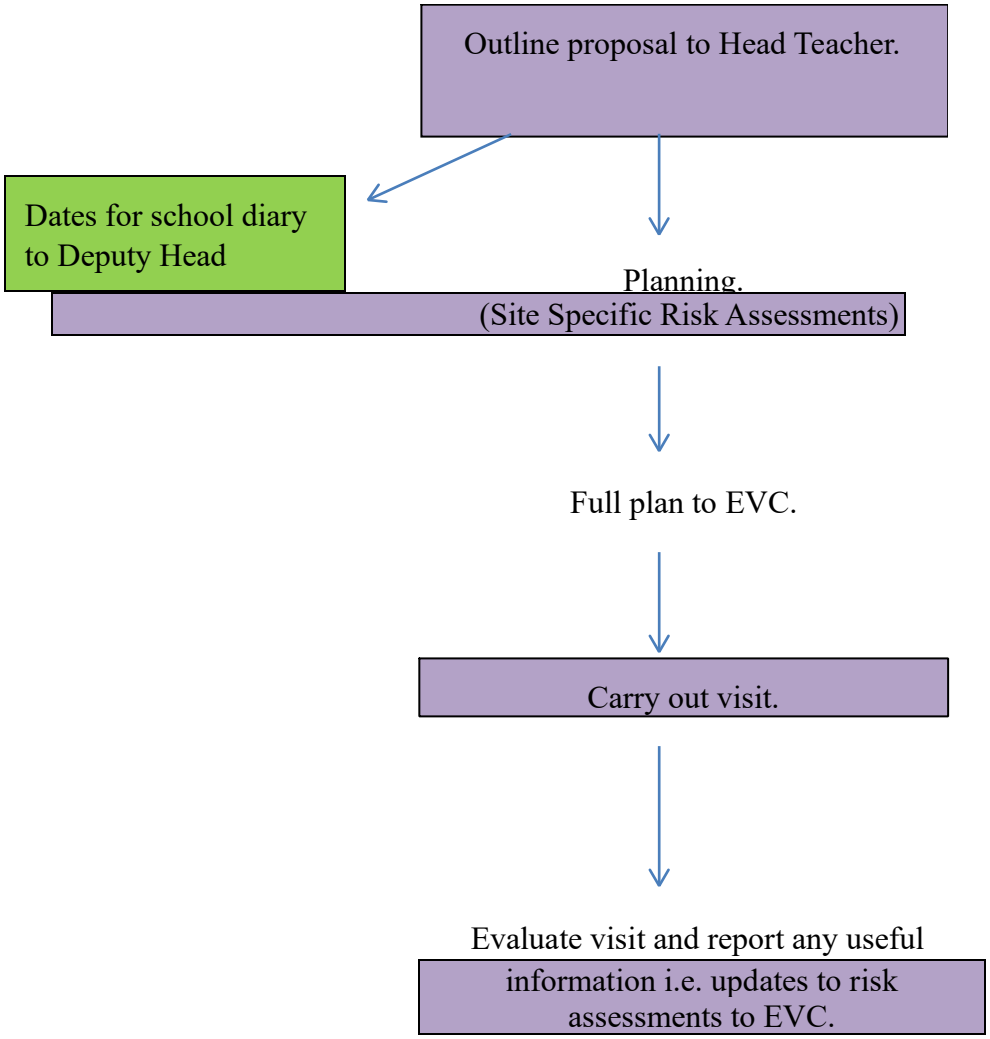
- inform the visit leader about any medical, psychological, emotional or physical condition of their child relevant to the visit;

- give or refuse consent for non-school visits or school visits that take place outside the school day by completing the SDC Trip Consent Form;

- provide details of where they can be contacted in emergency or if a party or individual has to return earlier than planned.

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Educational Visits



Aims and objectives of the visit should be clearly identified at an early stage. These should be relevant to young people and their development, taking account of age, ability, competence, previous experience and resources available.

Choice of venue/activity

Factors influencing the choice of venue/activity include:

- educational objectives of the visit;
- age, maturity, experience, behavioural or special needs and fitness of young people;
- competence of leaders;
- familiarity of leaders with the venue;
- the time of year, weather, daylight hours and time available;
- environmental conditions on the day – weather, river levels etc.

Visit leaders should seek local knowledge of facilities that could contribute to the success of the visit as well as potential difficulties and hazards.

Competence of leaders

In line with OEAP national guidance, a trip leader must be: accountable, confident and competent.

All leaders and assistants be assessed for competency to undertake such responsibilities as they have been assigned in line with national guidance before they can undertake the duties.

This assessment will include:

- Observations of their group management and supervision skills within their day-to-day work in school
- Evidence of relevant experience – e.g. assisting on visits or leading visits in this or a previous school
- Their personal interests and experience relevant to the proposed activities and environments
- Evidence of having undertaken appropriate training
- Evidence of relevant qualifications, including any specific qualification required by the law, the employer or the establishment (e.g. in adventure activities or First Aid)
- A judgement on how they would respond in a crisis

Staff competence in first aid, specific medical needs (i.e. administration of medication or blood glucose monitoring), minibus driving, life-saving etc may also be needed, depending on the activity. Any volunteers will require induction training prior to a specific visit alongside the relevant safer recruitment checks. Training requirements in these areas will be identified as part of the risk assessment process.

Exploratory visit and research

There is no substitute for first-hand, up to date information.

An exploratory visit is considered highly desirable on both educational and safety grounds for all visits, but for:

- visits to be led by less experienced staff;
- visits to unfamiliar terrain or location where the activity is to be school employee-led;
- visits involving very young people or those with special needs;
- visits to locations or involving activities where there may be unusual hazards.

An exploratory visit will give the visit leader greater confidence in his or her ability to supervise the young people. Leaders familiar with a destination can concentrate on the needs of the group.

During the exploratory visit, the visit leader should (where applicable):

- check the appropriateness of the venue and activities according to young people needs, staff competence and educational objectives of the visit;
- identify other suitable options (plan B) in case the original plan has to be abandoned for any reason;
- note potential hazards and the safety measures they will need to introduce to manage risks;
- become familiar with the area before taking a group of young people there;
- check timings (local transport, lengths of walks, tides etc.);
- establish local contacts;
- check accommodation, especially for security, fire-hazard and evacuation;
- agree in advance, between visit leaders and activity provider, the division of supervisory responsibility;
- obtain information on local services (e.g. places of interest, locations of doctor, hospital, toilets);
- establish an appropriate emergency action plan in the unlikely even of a serious incident or injury.

If an exploratory visit is not possible then the visit leader will need to consider how to complete an adequate assessment of the benefits and suitability of the venue and of the risks associated with it. The Head will want to be satisfied that alternative arrangements are sufficient for an assessment to be made. Such alternatives might include obtaining advice from those with experience gained from previous visits; heeding reports of previous visits; the

use of experienced and reliable local guides where appropriate.

If no exploratory visit has been made, a thorough check should be made on arrival to ensure that prior assumptions about the venue are accurate. This check should be programmed and staffed appropriately. Contingency plans must cover action to be taken in the event that the venue is unsuitable.

If you take new groups of young people to the same location each year some factors will change from year to year and it is prudent to re-assess whether the services and facilities have remained the same and whether any further risks have evolved - even when the visit leader stays the same.

Planning

Whether the visit is to a local park or a continental expedition it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them.

The group leader must seek permission from the Headteacher before proceeding with the trip. (See planning flow chart)

The group leader should ensure that parents have early written information with details and expected costs. (See parent information)

Financial details should be discussed with the Bursar at the earliest opportunity.

Programme/itinerary

A detailed programme/itinerary should be established with appropriate supervision at all times. Leaders should:

- beware of being diverted unintentionally from the planned programme;
- not be led astray, by group enthusiasm or other influences, into inappropriate situations;
- not depart from the planned programme without first assessing the appropriateness of alternatives in terms of meeting the educational aims of the visit and competence of the staff and pupils to deal with the new activity. This can be difficult when in charge of the group on the day and it is therefore recommended that visit leaders consider alternatives and options during the planning stage.

All supervisory staff and young people should be aware of the intended programme, including the possibility that the planned activities may need to be changed if conditions require it.

Code of conduct

It is good practice to discuss and agree a written code of conduct with young people and their parents prior to the visit. This code of conduct should set out acceptable and unacceptable standards of behaviour and the action/sanctions that may be taken as a result of a breach of the code of conduct, including arrangements and costs for returning a young person home early as the result of bad behaviour. The importance of sound discipline should not be underestimated: lack of control and discipline has been a common cause of accidents in the past.

Where the behaviour of a young person has significant safety implications for themselves, or others in the group, then the young person should be withdrawn from the activity. On residential visits the visit leader should consider whether such young people should be sent home early.

Mobile phone protocol

Mobile phones can provide a useful link between young people and their parents but can also create difficulties if misused. Clear instructions should be given to young people if the decision is taken for them to take phones; this could be included in the code of conduct.

Consent

The school operates a blanket consent system, which covers participation in routine educational visits and activities off site. In addition to this, consent is also requested through ParentPay when parents make payment for specific trips. For certain visits, such as some residential, overseas, or higher-risk activities, parents/carers will also be asked to complete an additional online consent form to provide further details and authorisation.

Risk assessment

A risk assessment should be carried out by the group leader and approved by the EVC & Deputy Head.

A risk assessment for a visit need not be complex but should be comprehensive. For specialised visits expert guidance should be sought.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained, then the visit should not take place.

A guide form is available to help produce a risk assessment.

The person carrying out the risk assessment should record it and ensure that copies are given to accompanying staff and helpers.

Regular visits can be covered by the same risk assessment, but this should be regularly reviewed and updated.

The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

Before booking a visit, the group leader should obtain written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in place.

If possible, an exploratory visit should take place first. If this is not feasible then the group leader should obtain information from secondary sources to allow a risk assessment to take place.

A pupil briefing should take place prior to departure and at any relevant points throughout the trip, sharing details of the risks which pupils may be exposed to and the action that is required of them.

Dynamic risk management during the visit

Dynamic risk management involves the judgements and decisions made by leaders as situations arise during a visit e.g. cancelled public transport, young person or staff illness, closed venue or adverse weather conditions. The ability to re-assess and manage changing risks while the visit is taking place is a key element of the competence for leaders of educational visits.

The Head must take the decision as to whether staff are competent or not to manage dynamic risks

Significant action taken as a result of dynamic risk management may require changes to the school/centre risk assessments on return to base – to ensure that future visits are forewarned.

Contingency Planning (Plan B)

Visit leaders should think about a contingency plan (plan B) that might allow the educational aims of the visit to be achieved even if the original plan must be abandoned for any reason. In considering plan B, the visit leader should check:

- that the leader is familiar with the venue for use with groups;
- that the leader is competent to lead the activity at this venue;

- that the group is appropriately equipped/experienced for the venue/activity.

Sometimes even Plan B might need to be abandoned. If this happens, visit leaders should apply the considerations above prior to selecting an appropriate course of action. If no appropriate alternative is available, then the entire visit may need to be abandoned.

The school emergency contact should be aware of the group's plans and possible options.

It is good practice to inform parents/carers of the range of activities possible for the visit.

Pressure on staff by young people to stick to the original plan despite poor conditions can lead to serious incidents/fatalities and must be resisted. If the group are aware of contingency plans, disappointment (and therefore pressure on staff) should be kept to a minimum.

Risk assessing a visit

The visit leader (or other competent person who will be present on the visit) identifies the **significant** hazards and risks associated with the visit (e.g. transport, venue, activity, group, weather etc.) and the safety measures needed to reduce these risks to a tolerable level. This is best done after a preliminary visit and through discussion/agreement with other

staff/leaders, and ideally with the young people, going on the visit.

⇩

Does the school have a risk assessment/operating procedure for this type of visit/activity?

YES ⇩ **NO** ⇩

Does this risk assessment/ope include

all the hazards/safety measure identified for

this actual trip (e.g. group dyna variables etc)?

Record the significant hazards and safety measures on a risk assessment form and keep a copy for school records

⇩

NO

YES

Record the additional hazards and safety measures *[that aren't included in the school risk assessment/operating procedure]* on a risk assessment form and keep a copy for school/centre records

⇩

Ensure relevant safety measures are implemented for the visit and make sure teachers/volunteers/ parents/other leaders/pupils are aware of action they need to take to help to manage safety.

⇩

Dynamic risk management during the visit

Keep an eye on variables such as individuals in the group/weather/venue and be ready to change to a contingency plan if necessary. Monitor the effectiveness of safety measures and the ability of your group to implement them. Take time to re-assess risks and safety

measures before changing plans. (A dynamic risk assessment must not be used if when they increase risks which otherwise be managed/reduced by methods identified within the principle risk assessment e.g. buoyancy aids and life jackets).

After the visit
Does the school risk assessment/operating procedure need to be modified in the light of the visit or any incidents (your own or other people's – good or bad)?

YES **NO**

Inform the EVC of recommended changes to the school risk assessment/operating procedure.

EVC updates school risk assessment/operating procedure.

No further action

Supervision

The visit leader has a delegated responsibility for the group at all times during the visit. If delegating or transferring supervisory roles to other adults in the group (including leaders of an independent provider), it is good practice for the visit leader to:

- ensure that each adult knows 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 visit 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 and agreed sanctions.

It is good practice for each leader to:

- have a reasonable prior knowledge of the young people including any special educational needs, medical or other needs or disabilities;
- carry a list/register of all group members;

- directly supervise the young people (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- regularly check that the entire group is present;
- have a clear plan of the activity to be undertaken and its educational objectives;
- have the means to contact the visit leader/other leaders if needing help;
- have prior knowledge of the venue either directly or via a briefing by the visit leader following their exploratory visit;
- anticipate potential risk and act promptly to manage risk where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group within the limits of their abilities and either act on this or advise the instructor or guide in charge, and to ensure that young people abide by the agreed standards of behaviour;
- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid.

Each young person should:

- know who their leader is at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions;
- alert the leader if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour;
- carry a note of the address of their accommodation.

Head counts

Whatever the length and nature of the visit, regular head counting of young people should take place, particularly before leaving any venue. It is good practice for all leaders to:

- carry a list/register of all young people and adults involved in the visit at all times;
- ensure that young people are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- avoid identification that could put young people at risk e.g. name badges (though it is sometimes useful to provide young people with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- ensure that all young people are aware of rendezvous points;
- ensure that all young people know what to do if they become separated from the group.

‘Buddy’ system

Visit leaders may wish to create a buddy system to involve young people in the head count process. Each young person is paired with a buddy and regularly checks that this buddy is present and is OK

Rearranging Groups

It can be easy to lose people when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change leader;
- during periods between activities;
- when small groups re-form into a large group.

It is therefore important that the leader:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are present and aware of the changeover;

- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

Remote supervision

These principles apply particularly to remotely supervised groups while undertaking adventure activity such as the qualifying expedition section of the Duke of Edinburgh's Award but are also relevant to fieldwork, 'downtime' and other times when groups are not directly supervised by a leader.

Activity undertaken without direct leader supervision can be a powerful learning experience for participants but must not be undertaken lightly. Such activities:

- should be run by a suitably qualified and experienced leader, familiar with the area and with a good knowledge of the group;

- should form a natural progression to the programme of study. Young people should be at a stage to cope with and benefit from such experience;

- should be at a level of difficulty below that which would be appropriate for the same young person operating in a led situation;

- require appropriate young person maturity, levels of training and experience;

- require a system for frequent staff checks on the welfare and behaviour of participants;

- should be included in information to parents.

Remotely supervised activites should never be used as a means to overcome staffing shortage.

Visit leaders should note that the skills, knowledge and qualifications of the leader overseeing a remotely supervised group shoud normally be greater than those required by leaders overseeing a directly supervised group in the same activities/environment.

Leaders should recognise that they remain responsible even when the group is operating independently and should set arrangements accordingly.

Management of remotely supervised groups

The leader should be sufficiently qualified and experienced to determine that the training, skills and abilities of the individual members of the group are appropriate to the activity undertaken.

- Basic ground rules regarding behaviour, mutual support, out-of-bounds areas etc must be established and agreed with the group.

- When on expedition, or in demanding environments where there is a significant risk of benightment away from shelter, remotely supervised groups must carry (and have had instruction in the use of), emergency bivouac equipment (or tents), including spare food and clothing appropriate to the conditions.

- Routes chosen must reflect the experience and fitness of the group and the loads being carried.

- If a trained first aider/emergency services cannot reach the group quickly following an incident, it is recommended that members of the party are first aid trained and carry a first aid kit (including an emergency inhaler).

- Clear, concise, written instructions for emergency action and emergency telephone contacts should be available to all members of the group.

- Emergency telephone numbers should be permanently manned. Leaders should note that mobile phones cannot be relied upon to give adequate coverage in many remote areas unless a reconnaisance has shown otherwise.

First Aid

First aid should form part of the risk assessment. For all adventurous activities, sports trips, and overseas visits, at least one member of the accompanying staff must hold a valid and upto-date first aid qualification. This ensures that immediate and appropriate care can be provided in the event of an accident or medical emergency. The designated first aider's details will be recorded in the visit documentation, and they must carry a suitably stocked first aid kit throughout the trip. On any visit the group leader should have a good working knowledge of first aid and ensure that an adequate first aid box is taken.

The minimum first aid provision for a visit is:
- A suitably stocked first aid box (to include emergency inhaler)
- A person appointed to be in charge of first aid arrangements
- Consideration of the numbers in the group and the nature of the visit
- Likely injuries and how effective first aid would be
- The distance of the nearest hospital
- All minibuses are required to carry a first aid kit.
- Group leaders should be aware of any special pupil medical needs.

Ratios

It is important to have a high enough ratio of adult supervisors to pupils for any visit.

The recommended ratio for pupils in year 7 and above is one adult to 15-20 pupils and one adult for every ten to 15 pupils in school years 4 to 6 This ratio should be adjusted to increase the staffing if the nature of the trip requires it.

For trips abroad there should be a minimum of two staff.

For some visits it may also be necessary to have a male and female member of staff if the group is mixed.

Parents or volunteers can be used to increase staffing levels, but care should be taken to ensure that they have the appropriate skills and experience. Any volunteer who has not undergone a criminal record check should not be left in sole charge of the pupils.

All volunteers must be approved by the Headmaster and require the relevant safer recruiting checks (to be carried out by HR).

For specialist activities the instructor should hold the relevant National Governing Body award.

At certain times pupils may not be under direct supervision. If an opportunity exists for remote supervision, the group leader must assess the suitability of the occasion and the nature of the pupil.

Preparing pupils

Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk.

Lack of control and discipline can be a major cause of accidents.
The group leader should ensure that all pupils are capable of undertaking the proposed activity.

Plans should be made for coping with pupils that have to be removed from an activity for safety reasons or discipline reasons.

For residential visits, all pupils should carry the address and telephone number of the accommodation in case the individual becomes separated.

Communicating with parents

Parents should be informed in writing of any off-site activity or visit unless it is a regular part of the curriculum. See the appendix for a guide to parent information.

Transport

The following should be considered when using school mini buses:
Be aware of vehicle height and width of minibus.
Passenger safety
Competence of the driver (qualifications)
Number of hours for the journey
Length of the day for the driver (including non-driving hours)
Is more than one driver needed? Type of journey
Traffic conditions
Breakdown procedures
Weather
Stopping points
Supervision
Information left at school
Communication
All pupils should wear a seat belt

Coaches and hired vehicles:

The group leader is responsible for ensuring that the coaches and buses are hired from a reputable company. Drivers must hold a PSV operator's license Is the vehicle suitable for the trip? Are all safety measures available?

The safety of pupils during pick up, stops and drop off must be considered. A pupil should not be dropped off unless a responsible adult is there to meet them unless prior arrangements have been made with parents.

Insurance

The group leader should ensure that adequate insurance is in place by checking with the Bursar during the planning of a trip.

Charging for trips

The group leader must determine whether any charge made for the trip is acceptable in line with the schools Charges and Remissions policy. Support with this can be provided by the Bursary if required.

Staff Mobile Phones

Staff are required to carry a fully charged mobile phone during all educational visits to ensure effective communication and emergency contact. Contact numbers for staff mobiles will be

shared with the visit leader and the school office prior to departure. During day visits and residential visits, staff mobile phones must be used solely for operational purposes, including communication between staff, liaising with the school, and contacting parents or emergency services if required. Personal use of mobile phones should be kept to a minimum and must never interfere with supervision or the care of pupils. Staff should also ensure their phones are secured appropriately and that any use complies with safeguarding and data protection requirements. Staff should not give their personal mobile phone number to pupils. Pupils will be provided with either the work mobile number of a member of residential staff (where a residential member of staff is on the visit) or mobile phone designated for school trips (which should be collected in advance from Reception).

Types of Visit

Adventure activities using licensed providers:

The group leader should ensure that the provider is properly licensed and approved.

The group leader should obtain assurances in writing from the provider that:

Risk assessments have been carried out (obtain a copy).
Instructors hold the appropriate NGB award
Equipment is adequate and safe
Operating procedures conform with NGB recommendations Clear
management of safety systems is in place
Appropriate provision for first aid
Full communication availability All
staff are DBS checked.

Coastal visits

Group leader should be aware of the additional risks close to the sea. These include Tides
Waves
Cliffs

Swimming Pools

A minimum supervision level of 1 to 20 pupils Is
there constant life guard supervision?
Are there clear signs indicating depth?
Is the deep end deep enough for diving?
Is there a poolside telephone?
Are there resuscitation facilities?
Facilities for disabled?
Have pupils been instructed on behaviour in the pool?

Selection and checking of residential accommodation

Residential accommodation plays an important part in the success or otherwise of the visit. Accommodation selected should provide the facilities required to support the educational and social aims of the visit. The ability of young people to concentrate can be seriously compromised by lack of sleep. At the very least, this can lead to problems with the educational outcomes for the visit and may have implications for safety. Finding the right place to stay and ensuring that young people are fully aware of the importance of sleeping is therefore essential.

Serious incidents can occur where hostel or hotel accommodation has not been secure against intrusion by outsiders or has been jointly used with incompatible groups.
Visit leaders should be particularly alert to the dangers posed by balconies - these have led to a number of serious falls in the past – often by young people trying to climb onto another balcony.

Wherever possible, visit leaders should ensure that:

- the group's immediate accommodation will be exclusively for the group's use, or are accepting of co-usage;
- visit leader and other staff will have sleeping accommodation on the same floor adjacent to the young people' accommodation wherever practicable;
- there are male and female staff present for mixed-sex groups of young people. Where this is not possible parents should be advised of this and give their consent;
- there are separate male and female sleeping/bathroom facilities for young people and adults;
- there is appropriate and safe lighting, heating and ventilation;
- the whole group are aware of the lay-out of the accommodation, its fire precautions/exits, its regulations and routine, and that everyone can identify key personnel;
- appropriate and proportionate child protection arrangements are in place;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements will be in place to stop unauthorised visits;
- where possible, internal doors are lockable, but staff must have reasonable access to the young person accommodation at all times for reasons such as fire etc.;

- there is adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables;

- there is provision for young people with special needs and those who may fall sick;

- any balconies are stable, windows secure and electrical connections safe;

- where possible young people are not being lodged in ground floor rooms;

- they check with accommodation manager that the fire alarm is audible throughout the accommodation and ensure a fire drill is carried out before the first night;

- there are appropriate recreational accommodation/facilities for the group;

- the hotel/hostel is able to meet any particular cultural or religious needs of the group;

- there is an appropriate number of staff to provide evening supervision and overnight cover.

The Visit Leader should implement a password system when knocking on the door of pupils' rooms to prevent pupils opening the door to strangers.

Visits Abroad

Driving a minibus abroad; regulations change, and the Bursar can give the latest advice. See the latest information sheet.

Using a tour operator;

A travel agent does not need to be an ATOL holder. If using a non ATOL provider, the group leader must ensure that adequate provision is made for security to provide for a refund and repatriation in the event of insolvency.

Staffing ratios should be higher for foreign trips. A minimum of one staff to ten pupils with a minimum of two staff is a good guideline.

One of the staff members should be able to speak the language of the visited country if reps are not used.

Some countries will require Visas and these need to be applied for in good time. Some pupils may not be travelling on British passports and this may affect visa regulations.

A separate help sheet is available to help plan trips abroad.

Information retained in school

A copy of the emergency contact information sheet
The itinerary
Copies of parental consent forms
Copies of travel documents, insurance and medical papers
A copy of the contract with a provider
A copy of risk assessment forms

On return from the visit

Ensure that visit arrangements and outcomes are evaluated to inform future visits and staff training needs. Use this information to update risk assessments and staff information. A Microsoft Form is available to facilitate this process and will be shared with staff by the EVC as required.

Minor incidents and near misses

These must be reported by the visit leader to the EVC by email on return to school. The EVC will keep a log of near misses reported and will ensure appropriate action is taken to reduce the likelihood of similar minor incidents or near misses occurring on future trips. Minor incidents and near misses will be discussed by all staff involved.

Emergency procedures framework for those on the visit

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

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

Control and supervision of the group:

- Establish the nature and extent of the emergency as quickly as possible;
- Account for ALL group members (head count) and, if possible, make sure they are safe and looked after;
- Safeguard the uninjured members of the group and ensure they are adequately supervised at all times and kept together;
- Establish the names of any casualties and get medical attention to them as soon as possible;

- Ensure all group members who need to know are aware of the incident and that all group members are following the emergency procedures (including staff);

- Ensure that the injured are accompanied to hospital wherever possible by an adult known to them, ideally a teacher/youth worker.

- Notify the police if necessary.

Information and communication

- Alert school emergency contact with precise details as soon as practical. Details should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents/carers can be reassured; action taken so far; action yet to be taken (and by whom);

- Do not release names of involved or injured participants other than to official sources such as police, medical services.

- Ensure relevant telephones are staffed and log all calls.

- Restrict access to telephones until your Emergency Contact at base has been alerted, with precise details.

- If an emergency occurs abroad, notify the nearest British Embassy or Consulate. Identifying contact numbers for these should be part of the initial preparation.

- It is common for media reporting to be muddled and inappropriate following an incident. To avoid this, leaders and group members must avoid any direct dealings with the media. Media enquiries should be referred to a designated media contact in the home area. Media response to a major incident is often immediate; depending on location leaders should expect and be prepared for media attention, possibly before the emergency services arrive;

- No-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from school.

The following section contains useful forms and checklists.

Application for Approval of Educational Visits

This form should be submitted to the Headmaster for provisional approval of an educational visit.

Have the risk assessments been presented to the Headmaster for review?	
Group Leader	
Purpose of visit	
Places to be visited	
Date & time of departure	
Date & time of return	
Transport arrangements	
Organising company	
Proposed cost	
Insurance details	
Accommodation to be used	
Details of programme of activities	
Assistant staff	
Details of hazardous activities	
Details about the group	
Child protection issues (refer to the safeguarding policy)	

Confirmation from the Headteacher for visit to take place

I give my approval for the visit to take place.

Signed (Headteacher)	
Date	

An electronic template is available at: RA Template.docx

RISK ASSESSMENT FOR:

DATE:

HAZARDS	CONSEQUENCES	PREVENTATIVE MEASURES

Signature 1:_____Signature 2:_____Review Date:

Evaluation-

PARENT CONSENT FORM (A template of an electronic version of this form is available at: https://forms.office.com/Pages/ShareFormPage.aspx?id=Oj1Z4uDKkOpWEKXNNhWjualVbornNtpFgfhcZrD-aNtUOFY1TUVVS1FXRUFOSk5CWEZRNjdGMEdlOS4u&sharetoken=4WlZwRQpVTSkM7Fjzwsz

ST DAVID'S COLLEGE

1. Details of visit to

From Date/ To: Date/Time

I agree to …….. (name)

Taking part in this visit and have read the information sheet.

2. **Medical information about your child**

a) Any medical conditions requiring medical treatment, including medication?
YES/NO
If YES, please give brief details:

b) Please outline any special dietary requirements of your child and the type of pain/flu relief medication your child may be given if necessary:

For residential visits and exchanges only

(Sections (c), (d) and (e) will be filled in by School Matron for boarders)

c) To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious?
YES/NO

If YES, please give brief details:

d) Is your son/daughter allergic to any medication?

YES/NO

If YES, please specify

e) When did your son/daughter last have a tetanus injection?

3. **Declaration**

I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion as considered necessary by the medial authorities present. I understand the extent and limitations of the insurance cover provided.

Contact telephone numbers:

Work: Home

Home address:

Alternative emergency contact:

Name: Telephone No

Address:

Name of family Doctor: Telephone No: Address:

Signed: Date

Full name (capitals)

THIS FORM OR A COPY MUST BE TAKEN BY THE GROUP LEADER ON THE VISIT. A COPY SHOULD BE RETAINED BY THE SCHOOL CONTACT
EMERGENCY CONTACT INFORMATION FOR DAY TRIPS

Minibus registration

Time Out _____

Expected time back _____

Day/date _____

Activity

Operating area/route description

Bus parked at

Staff

Contact Number

Pupils' names

Emergency Contact Information for Residential Visits

Group Leader		
Departure date & time		
Return date & time		
Total in group	Adults	
	Pupils	
Contacts	Staff mobile	
	Hotel	

	Travel company	
Accommodation address		
Other useful information		

COMMUNICATING WITH PARENTS

The following list of information to be used as a guideline when producing a letter to parents:

- Dates of visit
- Visit objectives
- Times of departure
- Times of return
- The location of departure points and return points
- Mode of travel
- Name of travel company
- Size of group and supervision levels
- Information on times of remote supervision
- Details of accommodation and security
- Procedure for pupils who become ill
- Names of group leader and assistant staff
- Details of activities
- Expected standards of behaviour
- What pupils should not take
- Insurance details
- Clothing and equipment to be taken
- Money to be taken
- Cost of visit
- Contact details

PROCEDURES/NOTES FOR MINIBUS USE

BEFORE SIGN UP:

a) BOOKING SHEET

1) Ensure the bus you take is suitable, i.e. number of people, pulling a trailer, roof rack
2) Check times are correct for your use period
3) Check availability, i.e. MOT, garage work
4) Priority must be given to curriculum events

AT TIME OF USE

CHECK THE:

b) BOOKING SHEET

1) Make a note of the Registration number of bus
2) Check its availability

c) KEYBOX

1) Ensure you only take the keys that you need
2) Take them only at the time of use.

d) SIGNING OUT SHEETS

1) Ensure you leave a list of names of all pupils and staff going out in bus and destination.
2) The list must be left in the designated area in Reception

e) MINIBUS

1) Check fuel, lights etc. before departing
2) Familiarize with height & width
3) Ensure all passengers use the seatbelts
4) Keep bus as clean as possible
5) Lock all doors and shut all windows before returning the keys

f) KEYBOX

1) Return keys to key box

g) SIGNING OUT SHEETS

1) Remove signing out sheet when you have returned, otherwise duty staff will assume that you have not returned and initiate special procedures

AFTER USE PERIOD

j) FEED BACK

1) Please talk to the Bursar if you have had problems with the above procedure
2) Safety of pupils and vehicles is paramount. Please pass on details if you have found problems with the running of the bus.

SAFETY

All minibuses will be driven at 10mph below the national recognized limit, e.g. 60 mph in a 70mph speed limit area. If a trailer is being towed the speed limit will be 20mph below the recognized limit, e.g. 50mph in a 70-mph speed limit area. Breakdown information will be found in the glove compartment/ashtray of each bus or displayed on the windscreen.

Visit evaluation

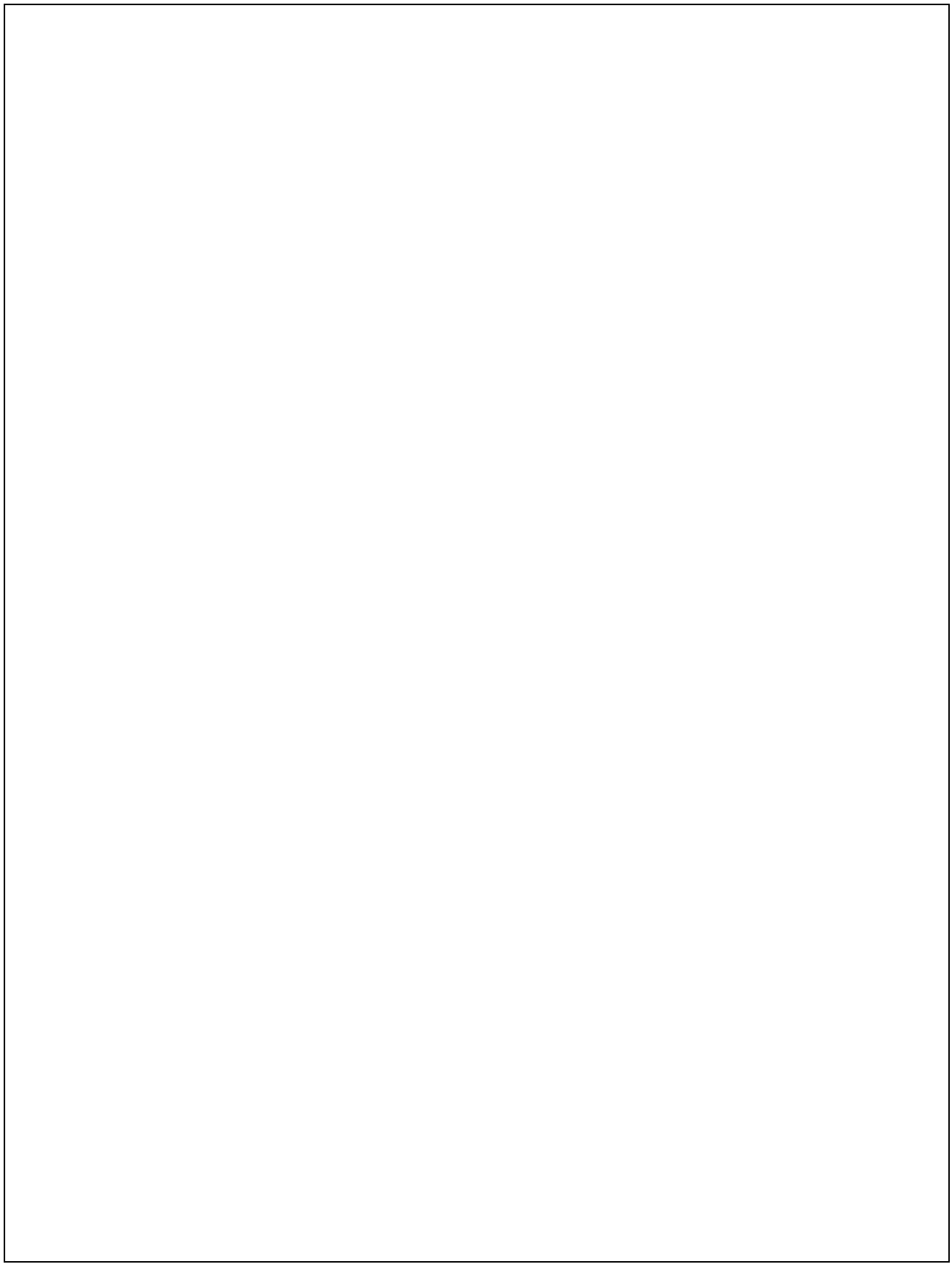
To be completed by visit leader after the visit Were there any accidents or incidents on this visit?

If yes, please attach and return to the EVC:
- a copy of the accident/incident report
- details of any relevant witness statements
- details of any action taken as a result of the accident/incident
- the parent/guardian consent form(s) for the young person/people involved.

Did the visit meet the intended educational aims?

Aspects of the visit that were particularly successful (continue on separate sheet if necessary)

Aspects that you would change for future visits (continue on separate sheet if necessary)



Parent/carer consent for one-off or occasional educational visits

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

Visit/activity: _____

Venue: _____Dates:_____

Your child's name_____ DOB…….

Medical and dietary

a) Does your child have any medical condition that may affect him/her during the visit? YES/NO

If YES, please give brief details: _____

---

b) Please give details of any allergies (including allergy to medication):

c) Please list any type types of non-prescription medication or lotions your child may **not** be given:

d) Please give details of any special dietary requirements of your child:

e) Please detail any recent illness or accident suffered by your child that staff should be aware of?

f) To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious? YES/NO

If YES, please give brief details:

g) Does your child require any other support or care during the day / night? YES/NO
If YES, please specify:

h) When did your son/daughter last have a tetanus injection?

Water confidence/swimming ability

Please indicate your child's swimming ability: Cannot swim Able to swim a little in a swimming pool
Able to swim confidently in a swimming pool Able to swim confidently outdoors (eg lake, river or sea)

Your contact details

Telephone Home: _____ Work: _____Mobile:

Home address

Alternative emergency contact

Name: _____ Telephone:

Address:

Family doctor

Name: _____ Telephone:

Address:

Declaration

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

- I understand that activity images may be used for educational and/or promotional purposes.
- I understand the extent and limitations of the insurance cover provided.

FULL NAME OF PARENT OR CARER (print please): _____

SIGNED: _____DATE:

To be completed by the young person

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

SIGNED: _____DATE:

Independent provider questionnaire

This questionnaire can be used by the visit leader as a basic check of a specialist activity provider e.g. outdoor activities (residential or non-residential), farm visit or similar**.** Visit leaders should ask the provider/venue to complete this form **before** making a booking.

Notes for independent providers and venues:
You may have your own documentation that covers the same information in a different format e.g. as a download from your website. This is acceptable as an alternative to this form.
If you do not supply this information in an alternative way then please complete all relevant sections of this form by answering **yes**, **no** or not applicable (**n/a**) after each question. If you wish to provide further information, then please continue on separate sheet(s) and attach to this form. An electronic signature is acceptable on this form to allow you to email the completed form.

Name of Provider / venue

Address

Tel. Email Website

Name of person completing this form Signed

Position in organisation Date

1. Does the above Provider have any official recognition or accreditation? If **yes**, please give details here:

2. Do you have written risk assessments for all of the premises/services/activities that you provide? If **yes**, are these risk assessments available to view if required?

Important note: please do not send copies of your risk assessments.

3. Do you have safety and conduct rules for visiting groups?

If **yes**, how do you communicate these to the visiting group and their leader?

4. Do all of your facilities comply with relevant statutory requirements including Health and Safety at Work Act; Regulatory Reform (Fire Safety) Order 2005; Environmental Health and transport requirements?

5.
   Do you provide first aid equipment at the venue/activities?
   Will a trained first-aider be present while the group is visiting?

6. Can you provide, if required, contact details for similar groups who have recently used your services?

7. Do you provide opportunities for preliminary visits?

8.
   Do you provide activity equipment (e.g. personal protective equipment or play equipment)?
   Do you have a written and recorded system of safety/maintenance checks for this equipment?
   Where national standards exist, does the activity equipment conform to those standards?

9. Do you hold a public liability insurance policy which will be current at the date of the proposed visit, both in relation to all directly provided and sub-contracted activity? If **yes**, please state here the Limit of Indemnity

10.
   Do you have written emergency procedures?
   For activities that take place off site do you have written late-back procedures?
   Do you have accident/incident/near-miss reporting and action procedures?

11. Do you have a procedure for dealing with complaints?

12. <u>Residential establishments only</u>
   Will the group be required to share sleeping accommodation with others not from their group?
   Are staff bedrooms adjacent to young person bedrooms?
   Is sleeping accommodation secure from intruders?
   Can the emergency services access the site easily if required?
   Do you carry out a fire drill with the visiting group before their first night?

13. <u>Staffed venues or activities only</u>
   Please indicate (by checking the relevant boxes) the group types that you/your designated supervisory staff have experience of working with:

Primary schools	☐	Secondary Schools	☐	Youth Groups	☐	Special schools	☐
Young people with challenging behaviour	☐	Sixth form and FE college students					

Do you provide regular opportunities for liaison between your staff and staff of the visiting group?
Is there a clear definition of responsibilities between your staff and staff of the visiting group?
How do you inform the leader of the visiting group about aspects of the visit for which they will have responsibility?
Have any Provider staff who may have significant contact with young people undergone an enhanced DBS check?
Are these staff also registered with the ISA?

14. Adventure activities only

Do you offer adventure activities that are licensable under the Adventure Activities Licensing Regulations (for details please refer to www.aals.org)?
If **yes**, please list on separate sheet and attach to this form
Do you provide any non-licensable adventure activities?
If **yes**, please list on separate sheet and attach to this form
Are records of activity leaders' experience and competence available for inspection on site if required?

15. Please supply any additional information that you think may be helpful to the visit leader.

Visit planning checklist

This checklist is intended for use as an aide-memoir for the main elements of visit organisation.

Purpose of visit

- ❑ what are the aims of the visit?

Where and when do you intend to go?

- ❑ are venue, activities and time of year appropriate to aims and age/ability of group?
- ❑ have you planned alternative activities (plan B) in case you need to abandon your planned programme for any reason?
- ❑ if you are planning to use a specialist activity provider e.g. outdoor activity (residential or nonresidential), farm visit or similar, have you obtained a completed independent providers' questionnaire from them before you book?

Have you gained approval from the Head?

Risk management

- ❑ have you carried out an exploratory visit?
- ❑ what are the main hazards (including for any plan B)?
- ❑ are the main hazards covered by the school risk assessment for this type of activity/visit?
- ❑ if yes, have you discussed these with other leaders and young people?
- ❑ if there are additional hazards and safety measures above and beyond the risk assessment, have you completed a specific risk assessment that details these additional risks and safety measures?
- ❑ Have you shared this with other leaders and young people and filed a copy?

Staffing

- ❑ Are adequate staffing numbers available, taking into account any special needs?
- ❑ Have you checked the advice on typical young person: staff ratios?
- ❑ Are staff competent for their roles on the visit?
- ❑ Are Voluntary helpers being used? Are they appropriate? Are they insured, by being entered on the school list of voluntary helpers? Are they aware of their responsibilities?
- ❑ Is a DBS check necessary for your helpers under the Child Protection Act?
- ❑ Does the visit involve young people working without the direct supervision of staff at any time?

Finance

- ❑ Is a charge or voluntary contribution involved? If so, have you made sure that this has been approved by the Bursar
- ❑ Are you using a commercial operator or company? Is there financial security e.g. ABTA/ATOL?
- ❑ If relevant, does the visit conform to Package Travel regulations?

Insurance

- ❑ Is personal insurance cover for young people/staff provided?
- ❑ Have you checked any cover automatically provided by, say, a tour company?
- ❑ Are parents aware of the insurance position?

Parent/carer information and consent

- ❑ Have you provided parents/carers with full information regarding the visit and all planned activities (including plan B activities)?
- ❑ Have you met with parents/carers?
- ❑ Have they given appropriate written consent?
- ❑ Have you filed copies of the consent forms?
- ❑ Are they aware of the consequences of any misbehaviour by their child?

Special Needs

- ❑ Have you taken account of any special needs of young people/staff?
- ❑ Have you made all staff (including independent providers) aware of relevant special needs?

Programme

- ❑ Does your programme include alternatives (plan B) in case the original programme needs to be abandoned for any reason?
- ❑ Have you planned 'Down-time' arrangements?
- ❑ Have you arranged adequate supervision at all times? Duty rota for staff?
- ❑ Have you agreed standards of behaviour and conduct?

Clothing and Equipment

- ❑ Are clothing and equipment appropriate to the activities and location?
- ❑ Has young peoples' essential clothing been checked?

Medical arrangements

- ❑ Do you have a record of relevant medical information of all the young people and staff?
- ❑ Have you made appropriate medical arrangements, including first aid?

- ❑ Are there any special potential health hazards associated with the site?
- ❑ Are all staff involved aware of the above?

Accommodation
- ❑ Suitability? Pre-visit check?
- ❑ Fire precautions and certification? Fire drill?
- ❑ Young people security?

Transport
- ❑ Driver suitability?
- ❑ Drivers' hours?
- ❑ LA minibus regulations?
- ❑ Insurance?
- ❑ Adequate stops, eating and care arrangements en route?

Visits Overseas ❑

Passports?
- ❑ Visas?
- ❑ Health/medical arrangements in place?
- ❑ Minibus Regulations (Tachographs)?
- ❑ Exchange visits: child protection procedures?
- ❑ Cultural issues?

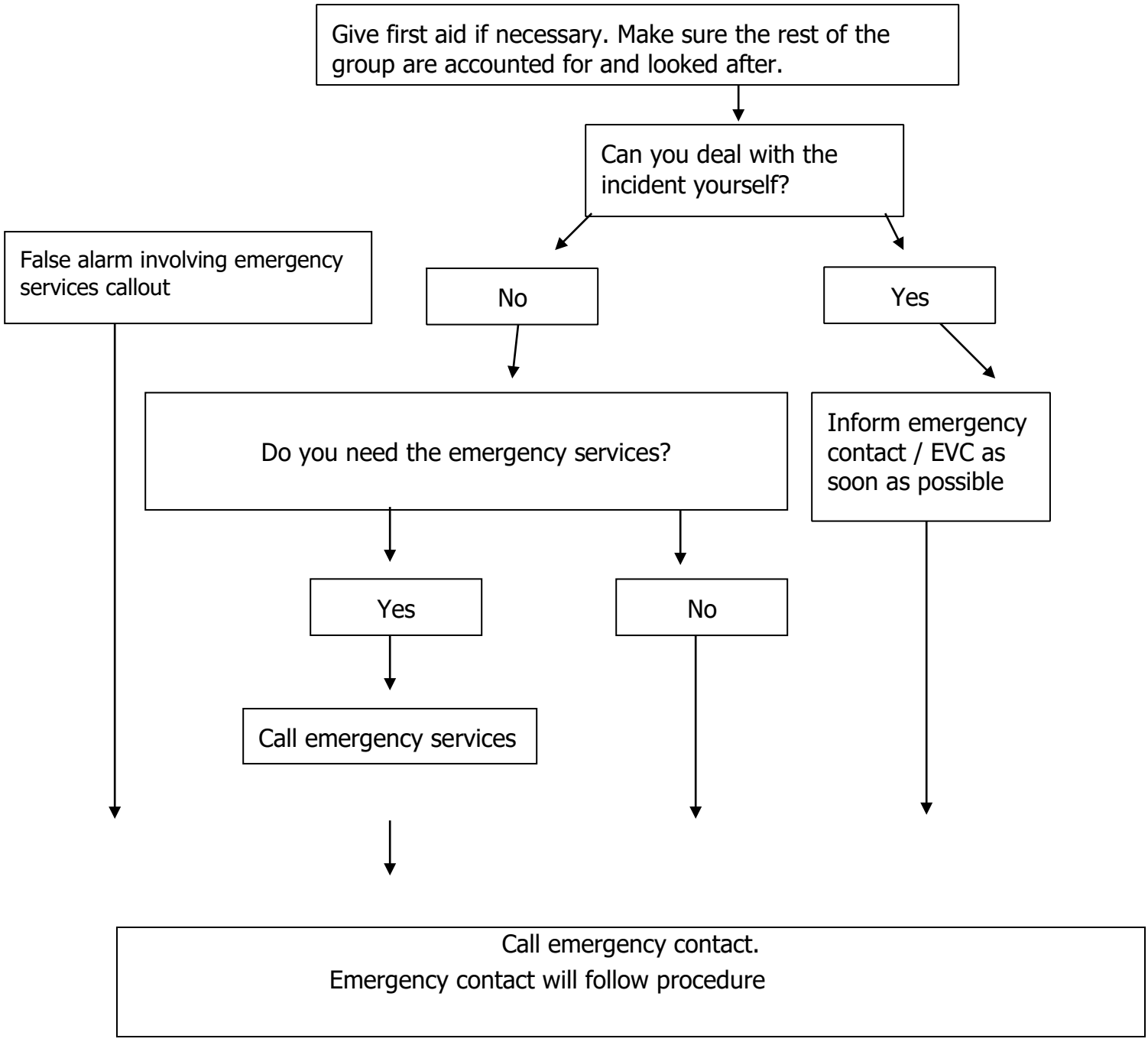
Emergency procedures, contacts and communication
- ❑ Have you planned what to do in the event of an emergency during the visit?
- ❑ Have you established appropriate emergency contacts (24 hrs) with school and parents/carers?
- ❑ Have you set up effective communication procedures with the group?
- ❑ Are you aware of school emergency procedures?

Mobile phones
- ❑ Have you agreed a mobile phone use policy with parents and young people?

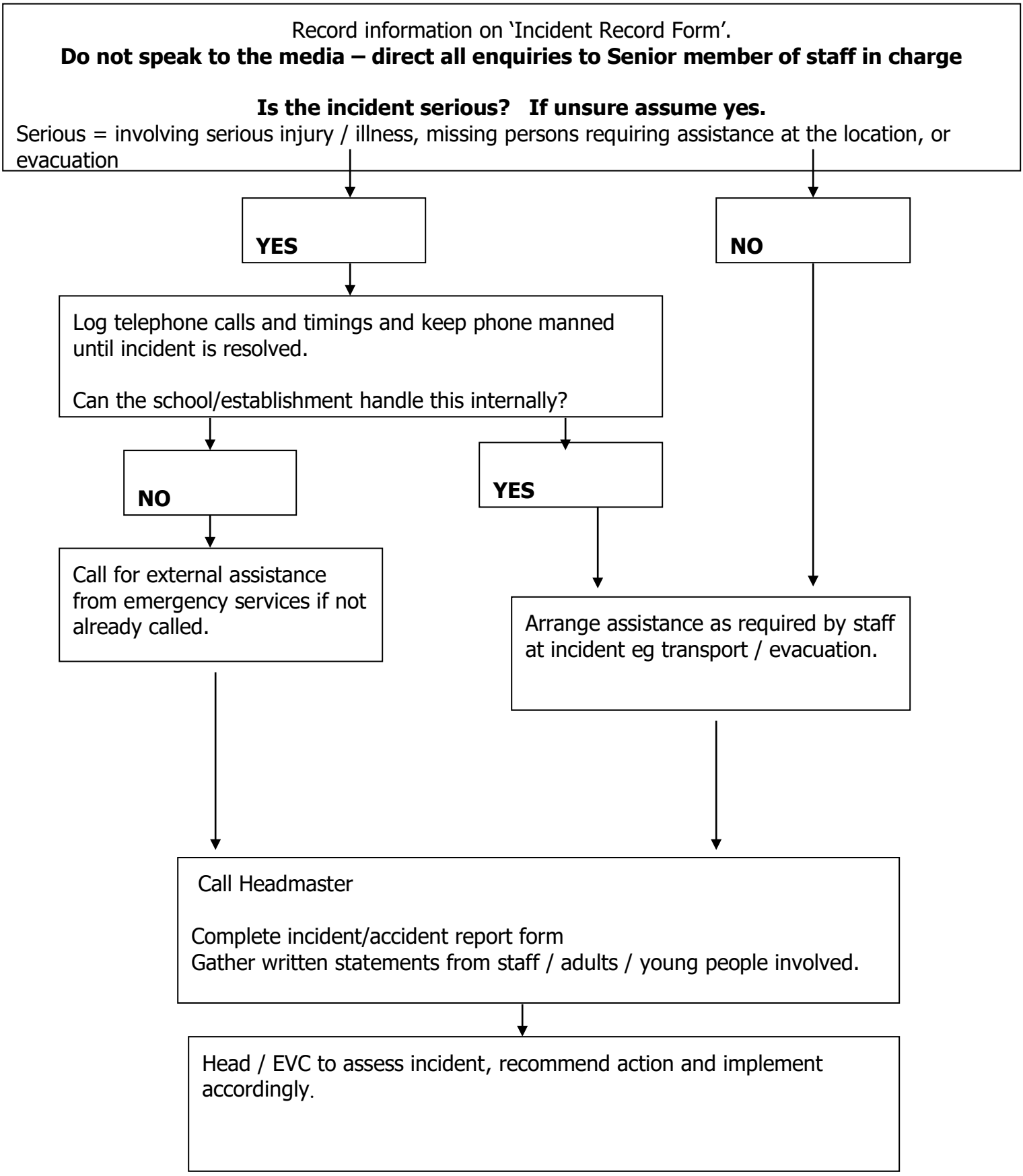
Post-visit review arrangements
- ❑ Review risk assessment and update if necessary – involve EVC.
- ❑ Review other arrangements and evaluate whether the visit met the intended aims
- ❑ Outstanding invoices paid
- ❑ Borrowed equipment returned
- ❑ Displays
- ❑ Report to Head
- ❑ Thank you letters
- ❑ Article with photographs to Marketing Manager

VISIT LEADER EMERGENCY ACTION (COPY TO BE CARRIED BY VISIT LEADER(S))

Do not speak to the media – direct all enquiries to school



SCHOOL (EMERGENCY) CONTACT: ACTION ON RECEIVING AN EMERGENCY CALL (SEE EMERGENCY POLICY PROCEDURE)


Record information on 'Incident Record Form'.
Do not speak to the media – direct all enquiries to Senior member of staff in charge
Is the incident serious? If unsure assume yes.
Serious = involving serious injury / illness, missing persons requiring assistance at the location, or evacuation
YES
NO
Log telephone calls and timings and keep phone manned until incident is resolved.
Can the school/establishment handle this internally?
NO
YES
Call for external assistance from emergency services if not already called.
Arrange assistance as required by staff at incident eg transport / evacuation.
Call Headmaster
Complete incident/accident report form
Gather written statements from staff / adults / young people involved.
Head / EVC to assess incident, recommend action and implement accordingly.

Incident/Near Miss Record Form

NB This form is to be used by an emergency contact during the period that they are handling an emergency call.

ABOUT THE INCIDENT

Name(s) of any individual(s) affected by the incident_____

_____

_____

Time and date of incident_____

Location of incident_____

Activity taking place (if applicable)_____

Name(s) of staff leading the activity (if applicable)_____

Contact number for visit leader_____

Name(s) of key witness(es)_____

(continue on separate sheets if necessary)_____

_____

_____

_____

Form completed by_____Date_____

ACTION TAKEN TO AVOID A REPEAT INCIDENT (To be completed by Head or EVC following a review of the incident – continue on separate sheets if necessary).

_____

_____

_____

Signed (Head or EVC)_____Date_____

Equality

Under the Equality Act 2010, St. David's has a duty not to discriminate against any of the protected characteristics. Due regard has been given to equality law when developing and implementing St David's policies, practices and day-to-day activities. St David's will continually monitor the way this policy operates to ensure it does not unlawfully discriminate, permit harassment or victimisation, or limit equality of opportunity. St David's is committed to meeting its obligations under the Equality Act 2010 at all times.

Junior Trip Feedback - 2025-2026

* Required

* This form will record your name, please fill your name.

Where did you take pupils on your Junior Trip? *

Were the aims of the trip met? *

- ◯ Yes
- ◯ No

Were any additional risks identified (not specified on the original RA)? *

Based on this weekend's experience, would you take this same trip in the future? *

- ◯ Yes
- ◯ No

Do you have any suggestions for how could we improve the Junior Trip organisation process? *

Educational Visit Feedback - 2025-2026

* Required

* This form will record your name, please fill your name.

1. Where did you take pupils on your educational visit? *

2. Were the aims of the visit met? *

- ◯ Yes
- ◯ No

3. Were any additional risks identified (not specified on the original RA)? *
4. Based on this experience, would you take this same trip in the future? *

- ◯ Yes
- ◯ No

5. Do you have any suggestions for how could we improve the educational visit organisation process? *